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MY TURN, INC.

December 31, 1997



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DEPT OF EDUCATION
BOSTON OFFICE

Mr. Robert Antonucci
Commissioner of Education
Massachusetts Department of Education, Boston Office
One Ashburton Place, Room 1403
Boston, MA 02108

Dear Commissioner Antonucci:

Enclosed please find MY TURN's proposal for a Horace Mann Charter: **The Champion Charter School of Brockton**. The Champion Charter School will serve out of school youth using an innovative, school-to-career curriculum, Diploma Plus.

The Brockton community has demonstrated their concerns for the plight of at-risk youth through the collective public will that has coalesced around the Alternative Education Alliance (Alliance) which was established in March, 1997 for the purpose of creating a common vision of services that are required by out-of-school youth. The Alliance includes representatives from the community who provide services for and/or are concerned about out-of-school youth

As part of their mission the Alliance is developing a comprehensive system of educational and support services for out-of-school youth. This system will capitalize on the strengths of the many community-based organizations that serve at-risk youth in Brockton and enable us to serve more youth in a more efficient and comprehensive manner. The Champion Charter School will be the anchor that holds this system together. Brockton recognizes that to waste even one child, is a tremendous loss of a powerful community resource. All of our children deserve the right and opportunity to acquire those skills that will make them engaged and involved members of their community. The Champion School will be part of Brockton's overall strategy for insuring that no student slips through the safety net and that they become a successful, contributing member of Brockton.

As you know, MY TURN, Inc. has been in the forefront of providing services to at-risk students for the past 14 years and is an agency that produces results. We are please to lead the efforts in Brockton to establish a new and innovative model for delivering educational services to out-of-school youth. We hope that you will look favorably upon our proposal.

Sincerely,

Paul Protentis
President

GOVERNMENT DOCUMENTS
COLLECTIONJUL 27 2001
University of Massachusetts
Depository Copy

The Champion Charter School of Brockton

Submitted by MY TURN, Inc.*

January 5, 1998

RECEIVED

JAN 12 1998

DEPT OF EDUCATION
BOSTON OFFICE



"I know that at 21 years old, not much can be done without a high school diploma. The Diploma Plus program is the best I've seen. Flexible schedules, community college classes, internships and mentors are a part of the program. I recommend this program to anyone who quit school and is thinking about going back."

Christian B., Current Diploma Plus Student

*This prospectus has been a collaborative effort involving the Mayor of Brockton, Bridgewater State College, the Brockton Public Schools, Brockton School Committee, Brockton Boys and Girls Club, Brockton Education Association, Connections For Youth/MY TURN, Inc., Communities and Schools For Career Success, Corporation For Business, Work and Learning, Massasoit Community College, Old Colony YMCA, and Phaneuf Outreach Center.

I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

Commonwealth Charter Horace Mann Charter

(Please Type)

Name of Proposed Charter School The Champion School of Brockton

School Address (if known) _____

School Location (City/Town) Brockton, Massachusetts

Name of Group Applying for the Charter MY TURN, Inc.

Contact Person Anne Stom

Address 43 Crescent Street

City Brockton State MA Zip 02401

Daytime Tel: (508) 580-7543 Fax: (508) 588-1129

E-mail: annestom@my-turn.org

The proposed school will open in the fall of school year: 1998-99 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	9-12	55
Second Year	9-12	70
Third Year	9-12	85
Fourth Year	9-12	95
Fifth Year	9-12	120

Will this school be a Regional Charter School? Yes No

School Districts from which students are expected to come (use additional sheets if necessary):

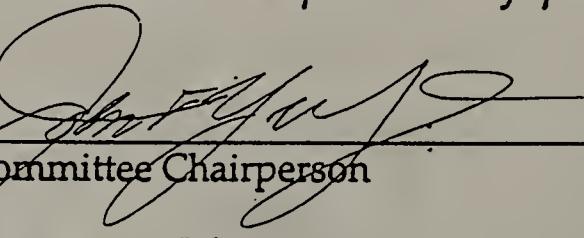
Brockton _____

IV. Horace Mann Charter School Certification Statement

Proposed Charter School Name The Champion Charter School of Brockton
School's Current Name
(if different from above) _____

School Address _____ City/Town Brockton, MA 02401

I hereby certify that this application has received approval from a majority of the school committee and the president of the local teacher's union in the district in which this Horace Mann Charter School would be located. The information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed charter school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

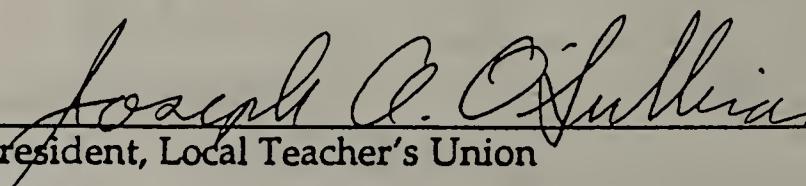
I.
Signature John T. Yunits, Jr. Date 11/13/97
School Committee Chairperson

Print/Type Name John T. Yunits, Jr.

Address 60 School Street

City Brockton State MA Zip 02401

Daytime Telephone 508/580-7123 Fax 508/559-7960

II.
Signature Joseph O'Sullivan Date 11/13/97
President, Local Teacher's Union

Print/Type Name Joseph O'Sullivan

Address 410 Belmont Street

City Brockton State MA Zip 02401

Daytime Telephone 508/588-2440 Fax 508/588-2590

The Champion Charter School of Brockton

A Horace Mann Charter

I. ABSTRACT

Mission/District Performance

Despite the fine education facilities and professional teaching faculty that exist in Brockton, our community has consistently been a low-performing school district as indicated by our drop out rate of 8.4%¹ and state test scores that are below average. The proposed Champion Charter School of Brockton seeks to create a learning environment that will support the unique needs of out-of-school youth by integrating innovative and flexible school-to-career teaching methodologies that stress academic achievement. The idea for the Champion School evolved from Brockton's successful school-to-career initiative and our newly formed Alternative Education Alliance (AEA), which includes representatives from the community and schools who provide services for and/or are concerned about out-of school youth. The AEA represents a commitment to genuine community collaboration.

Community Support

There is broad community support for this Horace Mann Charter School as it targets a specific group of young people who are not currently enrolled in Brockton High School. The concept is consistent with the vision of the Brockton Public Schools and increases, rather than dilutes the power of education in Brockton to reach all youth. From its inception, the Champion Charter School Work Group has included a rich and enthusiastic mix of representation from the community including Massasoit Community College, the Old Colony YMCA, the Brockton Boys' & Girls' Club, Bridgewater State College, the Phaneuf Outreach Center, MY TURN, Inc., the Brockton Education Association, the Superintendent, the Director of Guidance Services and the Brockton School Committee.

Innovative Education Philosophy

The Champion School will be based on the Diploma Plus program, a school to career model created in 1995 by the Corporation for Business, Work and Learning. It has been operating at 4 different sites in Boston since September 1996 and has been introduced at two sites in Brockton in September 1997. Unique to Diploma Plus, is the competency based approach to earning a high school diploma and the extensive support offered to participants in their transition to post-secondary activities. Diploma Plus emphasizes school to career methodologies: project based learning, cross discipline curriculum and strong connections between learning that occurs in the classroom and learning that occurs at the worksite. It offers the opportunity to obtain a regular high school diploma based on a demonstration of skills and competencies, not "seat time". It offers structured work-based learning that is integrated with career themes and classroom instruction, with an emphasis on life skills and peer support. Further, Diploma Plus is directly tied to the Curriculum Frameworks of Massachusetts.

Goals

Specifically, the Champion School of Brockton will: establish a new high school designed to address the particular and unique needs of out of school youth; reduce and reengage the out of school youth population of Brockton, through a rigorous academic program; demonstrate clear connections between high academic achievement and successful post-secondary transition whether it be to college and/or a career; create a learning laboratory that provides teachers with the flexibility, freedom and resources necessary to create innovative practices, which can be shared with the district high school; and weave together the many innovative programs from the school system, the judicial system and community based organizations into a cohesive system of services for Brockton's out-of school youth.

¹ This figure is from the Year-End School Indicator Report submitted in July, 1996

II. NARRATIVE

1. MISSION:

The Champion Charter School of Brockton will provide high quality, academically challenging education for out of school youth by creating: a dynamic, learning laboratory that uses a school to career pedagogy as its framework; an environment that embraces the vision of the Brockton Public Schools and involves a broad range of community based organizations; and an innovative and flexible model to serve an under served population in our community. It will provide integrated learning experiences that continually demonstrate how what is learned in the classroom relates to the workplace, their personal growth, their role in the community and their future.

Brockton at a Glance

Population: 92,172

% Minority: 22.5%

High School Population: 3377

Minority Population of BPS: 48%

% Below Poverty Rate: 21%

Annual Drop out Rate: 8.4%

2. STATEMENT OF NEED

A. Why is a Horace Mann Charter School Needed In Brockton?

- 1) **High Demand:** In Brockton, as well as around the state, there is an alarmingly large population of young people who have already left school without a diploma or who are at-risk of dropping out. With a drop out rate of 8.4% (approximately 286 students) and 15.5%² (approximately 521 students) of students with above average absenteeism, a conservative estimate of students who are not truly participating in current district offerings is approximately 400. The large size of our high school (3377 students) creates a sense of alienation for some students and easily allows them to become disengaged. Whether in school or out-of-school, many of these young people are well behind their entering classes in graduation credits. Already, based upon our early experience in recruiting students to the Diploma Plus program, we know the demand for the Charter School program we envision is extremely high, far outstripping our existing capacity at the current Diploma Plus sites.
- 2) **New Methods to Engage Students:** The Champion Charter provides a different curriculum presented in a different way. Using School to Career (STC) methods, the Champion School will provide what many of these kids need: stimulating and rigorous class work that reflects the real world, career exploration and planning that provides them with the hope that they can succeed and strong connections to the world of work through job shadowing (worksit visits where students "shadow" an adult worker as they perform their job), internships and other structured work experiences. Ultimately, the goal is for students who have participated in STC activities to demonstrate high academic achievement, make successful labor market attachments, and become productive and contributing citizens. The Champion School will be unique in using the school to career initiative as the unifying framework for the entire school.
- 3) **A New Environment:** Students served by the Champion Charter School have already demonstrated their difficulty in acclimating to Brockton High School and have experienced failure in that environment. Many have been expelled and are no longer allowed on the premises. The Champion represents something new and innovative to reach and serve these students, an approach that is simply not possible in a regular district high school. It will be a substantially different and separate environment that provides a fresh start for students and yet still grants them a high school diploma from the Brockton Public Schools.

Specifically, our alternative environment will have smaller classes, a better teacher to student ratio, and an enhanced ability to provide for various learning styles. The Champion will be free to operate in a truly creative and cutting edge fashion that provides a greater degree of flexibility in the design and

² This figure was based on those students who were absent more than 24 times in the 1996-1997 school year

implementation of the school, flexibility that is needed to provide for the particular needs of our out-of-school youth. The Horace Mann Charter allows us this independence, while maintaining a connection to the district that will support the Champion's commitment to high academic standards through shared resources and faculty.

By targeting an under served portion of the community, out-of-school youth, the proposal supports the strategic priority of the Brockton Public School to "restructure schools and programs to meet students' needs." As a separate facility, the Champion staff and board will develop a specific set of rules and procedures for students that could not be supported in a facility housing 3000 other students. The unique characteristic of our student population requires flexibility as well as the ability to respond quickly and non-bureaucratically.

B. Why is a Charter necessary for Diploma Plus to succeed?

- 1) **Increased and Sustainable Revenue:** As a Horace Mann Charter School, the Champion will have access to Chapter 70 Foundation money for re-enrolled students enabling us to hire more teachers and expand upon our already successful Diploma Plus program. In addition it will support the "Getting Ready" module described on page 5 which bring students up to the necessary academic achievement levels. As part of the Brockton Public Schools, the Champion will have access to economy of scale purchasing for supplies, textbooks, etc. Additionally, the charter school status will strengthen our ability to access other funding sources to provide for our enhanced services (such as counseling and day care) that will support our student population as well as our extended day activities.
- 2) **Certified Teachers and Union Flexibility:** The Champion is committed to high academic achievement. The hiring of certified teachers at competitive salaries supports that goal but requires flexibility with union rules to provide a day that better fits the needs of this unique population. As a Horace Mann Charter school endorsed by both the School Committee and the Brockton Education Association (Brockton's teachers union) it can achieve both. The Brockton School Committee and the Brockton Education Association are committed to the success of the Champion School and understand that in order for this school to meet its unique challenge, it is critical that teachers are allowed to teach and students are permitted to learn in an environment that is flexible and responsive to the needs of the student population.

To this end, the School Committee and the Association have already agreed to waive the provisions of the Contract that applies to the student day and to the teacher workday. Further, the deadline for the submission of voluntary transfer requests from teachers to the Champion School will be extended until June 1998. This is not to say, however, that these are the only areas of the contract that will be waived or modified. Once the school is established, the program will be reevaluated on an ongoing basis. Accordingly, it is anticipated that more significant differentiation in hours and working conditions will be made as specific needs are identified.

- 3) **A Learning Laboratory:** The establishment of a Horace Mann Charter school will create an environment where new ideas and pedagogies can be tested and refined by teachers and students. The intent of this laboratory environment is to model innovative practices that can then be shared with the faculty of Brockton High School on a regular basis. To support the innovative nature of our school, the Champion Charter Work Group (Work Group) is engaged in discussions with Bridgewater State College (BSC). BSC plans to utilize the Champion School as an environment where future teachers can model effective practices, to provide opportunities for faculty professional development and resource sharing, and to be a part of a research, evaluation design component for senior faculty. A faculty member of BSC serves on the Work Group and will also serve on the Champion Charter School's Board of Trustees.
- 4) **Separate Board of Trustees:** The creation of a board that specifically focuses on and advocates for the unique needs of out-of-school youth is perhaps one of the key reasons to establish ourselves as a Horace

Mann Charter School. All too often in school to career as well as in other initiatives, the needs of at-risk and out-of-school youth are add-ons or afterthoughts. As a more independent entity, with a dedicated board focused on the specific mission of providing an innovative learning environment and school to career transition experiences, we believe that these students can be re-engaged and motivated to succeed. As the primary focal point of the board the Champion School can focus on strategies that work with this group of students.

C. The Demand for the Champion Charter School in Brockton

As mentioned on page 2 of this proposal, there are over 400 students who are dropouts between the age of 16 – 21 in the city of Brockton. Many of these students are adjudicated youth or have been expelled from the regular high school, and despite changes in their lifestyle, they are not allowed back in the regular school setting. We know that a number of these students are interested in turning their lives around and recognize the value that a high school diploma represents. Over 114 applications have been received since August for the 29 slots now available in the Diploma Plus program. We continue to receive inquiries about the program and referrals from guidance staff, community-based organizations and others.

"I failed school because our teachers would go through assignments too fast and I wouldn't understand. I only passed Social Studies because the teacher cared to help me out. I finally got expelled from Brockton High and went to night school, but that wasn't good enough for me. I wanted more. I wanted my high school diploma." Jason C., current Diploma Plus student

3. EDUCATIONAL PROGRAM

A. Diploma Plus: The Foundation of our Educational Program

Despite strong GED and alternative programs in Brockton, neither option is ideal. More often than not, the GED is not a ticket to a successful post-secondary experience and/or a career with advancement potential. GED holders, in fact, do poorly in terms of future earning power. This is not surprising when we consider that students only require a 10th grade reading level to pass the GED. GED programs do not, traditionally, include the variety of other experiences that help to prepare out-of-school youth for the world of work and other adult responsibilities. The few alternative education providers of Brockton have had difficulty making connections with employers and raising student skills to a level that will allow them to compete for high wage employment. School to Career (STC) emphasizes project based learning opportunities that emulate real world situations, uses the work place as a learning environment and attempts to make genuine connections between the two. STC methodologies are epitomized by the Diploma Plus model developed by the Corporation For Business, Work and Learning in 1995.

Diploma Plus is an exciting educational opportunity for Brockton's young people who have withdrawn from school or are at-risk of withdrawing from school and are 16 to 21 years old. Through Diploma Plus, students can earn a Brockton Public School diploma, a paycheck from participating in a 150-hour internship, and up to nine college credits. Students progress through the program and graduate, not by completing a specific number of courses within a certain period of time, but by demonstrating that they have met *rigorous competency standards in eight academic, career and life skills areas*. Further, Diploma Plus graduates will have developed expertise in areas such as team-building and peer leadership, explored career areas by participating in mentoring programs and internships, and prepared for job searches and for post-secondary education and training.

Weekly Earning Comparisons³

	Male	Female
Drop Out...	\$323	\$221
High School Graduate...	\$420	\$296
Associate Degree.....	\$552	\$396
Bachelor Degree.....	\$680	\$536

³ Sar Levitan Center for Social Policy at Johns Hopkins University

B. Curriculum

The Champion Charter school will use the Diploma Plus curriculum which contains key elements and yet remains flexible enough that teachers can adapt it to meet their specific needs. The Diploma Plus design is essentially comprised of two main parts, both of which correspond to the state curriculum frameworks. Part One features preparation in core academic competencies as well as foundation skills necessary for success in life and in the workplace. Part Two, which is called the “Plus Year,” features a combination of small group seminar work, community college enrollment and work-based learning.

- 1) **Part One: Initial Mastery of Academic and Foundation Skills:** The first part of Diploma Plus concentrates on improving students' reading comprehension, mathematical reasoning, writing, and critical thinking skills, while exposing them to a variety of career pathways. The two elements that comprise Part One of Diploma Plus are academic competencies preparation, and “foundation skills” instruction that focuses on such issues as personal responsibility, time management, working on teams, leadership and conflict resolution as well as work preparedness. Both feature a hands-on, inquiry-based approach to learning and the development by each student of a “Presentation Portfolio”, a compilation of their best work across subjects. In Part One, academic and foundation skills instruction is designed around specific competencies and associated performance standards pegged to the 10th grade level, which students must meet before they are promoted to the Plus Year of the program. *Competencies and 10th grade performance benchmarks in the academic subjects – Language Arts, Mathematics, Science and Social Studies – are based closely on the core concepts and content strands of the Massachusetts Curriculum Frameworks.* Tying together all of the elements of Part One is the Individual Career Plan (ICP) developed by Connections For Youth as part of their school to career activities in Brockton. (See Attachment A for the ICP). The ICP is developed jointly by the student and his or her advisor, and it lays out the student's academic and personal plans and goals. In addition, the ICP is designed to help the student realize the various areas of their life in which they learn and practice transferable competencies that will be useful no matter which career they ultimately select.
- 2) **Part Two: The Plus Phase – Community College, Internships and the Senior Seminar:** Once students pass an assessment of competency, they enter the “Plus” component of the program, which features an increasingly challenging and community-based, but carefully guided, set of activities and requirements. First, Diploma Plus students enroll in a total of three courses at Massasoit Community College for credit (i.e., not remedial level courses). Second, students participate in at least 150 hours of paid or unpaid internships or community service placements. Third, students participate in a small group “Senior Seminar,” which includes individual and group projects, life skill activities addressing career development and preparedness (including mentors and career speakers), team-building and peer support, and further development of each student's portfolio. In order to graduate students will need to:
 - Successfully complete their three college courses at Massasoit
 - Successfully complete their internship or community service placement, which emphasizes development and demonstration of “SCANS” workplace skills
 - Demonstrate academic competency at the 12th grade level through their Senior Seminar projects
 - Complete a Graduation Portfolio, which will contain evidence of their best work in each academic subject and their preparedness for work and careers.
- 3) **Pre-Diploma Plus – Getting Ready:** While recruiting for the current group of Diploma Plus students, we encountered many who did not meet the minimum threshold of competency in the areas of reading and math (8th grade level) that we felt would insure their success in the program. This proved particularly difficult, since by virtue of engaging in the application process, students were indicating in a fairly significant way, that they were seeking a way to become re-engaged with education. To have to turn those students away wasted a golden opportunity. To address that particular group of students the Champion Charter school will include a pre-Diploma Plus component which will prepare students who are not at the

appropriate competency level for enrollment in the Diploma Plus program. The “Getting Ready” portion of Diploma Plus will focus on intense individual academic enrichment which will enable students to develop the basic reading and math skills they must have to enter in the Diploma Plus program. As in the upper levels of Diploma Plus, instruction is designed around specific competencies which, in the academic areas, are tied closely to the Massachusetts Curriculum Frameworks. In this pre-Diploma Plus phase students will be required to demonstrate proficiency in relation to the competencies at the 8th grade level before moving on to Part One.

- 4) ***Elective Opportunities:*** In addition to the activities listed above, the Champion Charter School will provide a number of “after-school” electives including art instruction, wood shop and music. These courses will be staffed by using a variety of existing community resources including the Fuller Art Museum, the Brockton Symphony Orchestra and resources from Brockton High School.

C. Educational Theory – Specifics of School to Career

School to Career is the educational framework around which the Diploma Plus program and thus, the Champion School is built. Simply put, school to career emphasizes high academic achievement in the classroom, structured work site learning experiences and strong, clear direct connections between the two learning environments. All students benefit from understanding the relationship between what they are doing and learning in their classroom to what they do at work, but none more so than at-risk students. Students of the Champion Charter School are those students who have been out of school for a period of time and are seeking to re-engage in the educational system. They have come to understand the relationship between having a good education and having a good job. School-to-Career methods stress project-based learning, interdisciplinary teaching, and application of knowledge to solve problems at the worksite or in the community. These methods reflect more accurately how information is used in life and on the job. There are few situations where only math or writing or science skills are needed. Rather, most problem solving requires the weaving together of many disciplines. Establishing clear connections for students helps them to answer the questions “Why do I have to learn this? How will learning this help me to become successful?” Extending the day by utilizing the work site as a learning environment provides for additional educational experiences for a student.

Moreover, there is the “feedback loop” between the classroom and the work site for both teachers and students. For example, students may study graphs in their math class and use computers to create graphs that illustrate a science project. They may then solve a problem in the community and demonstrate the solution with graphs. To complete the loop, students will be asked to determine how graphs are used on their jobs and to bring those examples back to share with their classmates.

Finally, STC helps students focus on developing goals for their future, taking the necessary steps to achieve those goals and expanding the options available to them. Diploma Plus is a school to career model that is geared specifically towards out-of-school youth and addresses the variety of academic levels at which students may enter the program.

D. Student Assessment

As noted above, the Champion Charter School, through the Diploma Plus model, will articulate clear learning objectives for competencies and will require students to demonstrate mastery in relation to these competencies at higher and higher levels. The Corporation for Business, Work and Learning (CBWL) has developed an extensive process of assessment and benchmarks for Diploma Plus which will be used to assess student performance. Summaries of Assessment Methods and Practices and the Diploma Plus Science Competencies are included as Attachment B.

Diploma Plus competencies fall within the following academic, career preparation, and life skills areas: Language Arts (Reading Comprehension, Written and Oral Communication), Mathematics, Science, Social Studies,

Computer Technology, Employability/Job Readiness, Career Exploration/Interests and Planning, and Life Skills. The specific competencies in each area have been benchmarked at the 8th grade level (entry into Part One of Diploma Plus), the 10th grade level (entry into the Plus Year), and the 12th grade level (for evaluating advanced work in the Plus Year and determining eligibility for graduation). Competencies and benchmarks in the four academic subjects are based primarily upon the Massachusetts Curriculum Frameworks. Importantly, because students enter the program with different skill levels, talents, and experiences, the amount of time it will take to master the required competencies at each level (particularly pre-Diploma Plus and Part One) will vary.

Diploma Plus tracks student progress toward mastery of competencies using detailed assessment checklists or "performance grids," and the program uses three complementary assessment methods for measuring student performance. They are:

- Review of a student's "Presentation Portfolio," which contains evidence of the student's best work in each of the eight academic, career-related, and life skills areas.
- Review by teachers of class assignments and performance.
- Results of standardized tests (e.g. the statewide MCAS, and Massasoit's placement test)

In order to graduate, not only do students need to demonstrate mastery of specific Plus Year competencies; in addition, they must successfully complete their community college course work (as evaluated by their professor) and their internship (as evaluated by their work site supervisor in consultation with Diploma Plus staff). *The end result—students will leave the Champion School with a high school diploma awarded on the basis of demonstrated competency, not "time-in-seat." Moreover, they will leave the Champion School with credit from Massasoit Community College and work experience in an area of career interest.*

Additionally, both the Individual Career Portfolio (ICP) and the Work Based Learning (WBL) Plan will be used by students and staff as assessment and planning tools. The ICP, was designed by an Advisory Group consisting of guidance and teaching staff from Brockton High School, members of the business community, post-secondary representatives and staff from Connections For Youth, a school-to-career program of the MY TURN, Inc. agency. It is both a dynamic process and a document that grows and changes as the student's interests become more refined. The ICP is designed to capture milestones and achievements of a student as she/he moves through the growing, learning and career planning process. It can be shared with parents, guidance counselors, prospective employers and post-secondary admissions representatives or counselors and will contain examples of the student's most outstanding work. Above all, the ICP will encourage students to make thoughtful, informed decisions about their lives and take the necessary steps to achieve their goals.

The WBL Plan was created as a tool to help students and employers identify, practice and assess transferable competencies that are learned at the work site. It helps students recognize that the skills that they are using today will help them in whatever career they pursue. The ICP and WBL Plan are included as Attachment A.

E. Serving Bi-Lingual and Special Needs Students

The current enrollment of Diploma Plus program shown in the chart below is representative of the students will be recruiting for the September, 1998.

	Total	Male	Female	Black	Hisp	White	Other	Bi-Lingual	Special Needs ⁴
Current Enrollees	29	17	12	12	8	10	0	9	0
Applicants	114	69	45	42	16	51	5	23	3

⁴ This represents a low estimate; we are working with BPS guidance staff to refine this number

Often bi-lingual and/or special needs of students have contributed to their lack of success at Brockton High. The Champion School is conscious of the need to be responsive to the unique support structures required by our special needs and bi-lingual population not only to fulfill federal and state laws but to insure the success of the student. Therefore, the teacher hiring process will be undertaken in such a way to insure that those individuals who are hired possess the skill set (i.e., transitional bilingual education services or development of Individual Education Plans) necessary to accommodate these populations. The current Diploma Plus pilot program works closely with BPS Guidance staff regarding special needs students, testing and will continue to do so in the future. In addition, our student recruitment strategy specifically targets these populations.

F. The Champion School Schedule

- 1) **School Year (September, 98 – June, 99)** - For many of the students that we anticipate serving there is a real need for a safe, stable environment that they can access on a regular basis. The Champion school seeks to create a “safe haven” that has extended hours, places for study, support services and extracurricular activities. We are currently operating the Diploma Plus at two sites within Brockton, one between the hours of 8:30 and 1:00 and the other from noon to 4:30 p.m. and are analyzing attendance at each program to determine what the most appropriate hours should be. The teaching staff, once assembled, will determine the actual hours of operation. The schedule will be designed to meet the unique needs of our student population and to conform to education reform requirements. The school will be open for extended hours Monday through Friday and will also have some limited weekend hours. Our education program will follow the regular Brockton High School year calendar. Additional services such as counseling, tutoring, after school programming, job coaching, etc. will be provided by the Champion School community based organization partners: Connections For Youth/MY TURN, the Brockton Boys and Girls Club, the Phaneuf Youth Outreach Center, Bridgewater State College, Massasoit Community College, and the Old Colony YMCA. During school vacations, field trips and other special events will be scheduled
- 2) **Summer Programming:** Connections For Youth will work with students on summer job placements. These will be structured, work-site learning experiences at private or public employers in the career pathway that the student has identified through an interest inventory assessment. Supervisors of students will be encouraged to complete a work based learning plan outlining the competencies used on the job and will evaluate the student’s performance at designated periods during the internship.

4. ACCOUNTABILITY

A. Defining, demonstrating and measuring success for the Champion School

- 1) **Defining and Demonstrating:** The Champion Charter School of Brockton will define and demonstrate success through improved student academic achievement, improved graduation and attendance rates, successfully completed internships, demonstrated skills through project presentations and post-secondary or employment placement. The Work Group that has been assembled to create the Champion Charter School is committed to the following goals:
 - a. **Enrollment and Retention:** The Champion School will re-enroll students who have dropped out or been expelled from the Brockton Public Schools. See Chart 6A on page 11 for enrollment targets. In addition, the Champion will have a substantially lower drop out rate than the district, which is currently at 8.4%.
 - b. **Commitment to High Academic Standards:** Champion School students must meet or exceed district averages on standardized tests that are used by the Brockton School District. Out-of-school youth are often viewed as “less able” than their in-school peers because of their histories of poor performance in the classroom. Their lower academic achievement levels, however, are often tied to diminished expectations for these youth, not to lack of ability. Teachers and workplace supervisors who demand high levels of performance often get what they ask for. To succeed, out-of-school youth may require additional support services (see e. under this heading) but the Champion School recognizes their potential to achieve.

- c. **Successful Post-Secondary Transition:** This goal is a cornerstone of the Diploma Plus program; students in the Plus year must complete three, non-remedial community college courses with a B or better average before their diploma is granted. The experience of our students in the Plus Year will acclimate students to the college environment making it easier for them to continue in subsequent years.
- d. **Solid Career Planning:** The Champion School will provide students with the opportunity to explore a variety of careers, fine tune their choice and develop a plan to pursue that career. This will be accomplished through the use of the Individual Career Portfolio, various career workshops, guest speakers, site visits, job shadows, the structured work based internship required in the Plus Year as well as integrated learning experiences.
- e. **Solid Support Structures:** The founders of the Champion School of Brockton are committed to providing adequate support structures which will insure our students success academically, physically and emotionally. These supports will be provided by our partner community based organizations and will include intensive academic tutoring, individualized counseling when needed, career planning and guidance services, access to health care, legal and housing services.
- f. **Successful Integration of Existing Community Resources:** The Champion will represent a true collaborative model, not just on paper. The success of our school will come from bringing together the expertise of many community partners to create a system of services for out of school youth. By not re-inventing the wheel, we enhance and deepen the quality of services available to at-risk youth.

2) **Measuring:** The Board will engage an outside, independent evaluator to assess the Champion's progress in achieving its goals. The Corporation for Business, Work and Learning has engaged an evaluator to review the three communities (Boston, Brockton and Springfield) using the Diploma Plus model. An evaluation of Brockton's STC Initiative is currently underway and will include the Champion Charter School. All of these evaluation efforts will be coordinated to avoid duplication and provide a more in depth look at services offered. The following outcome data will be collected, reviewed and analyzed at each level of the program:

Program Level	Student Outcome Measures
Pre Diploma Plus – Getting Ready	<ul style="list-style-type: none"> ▪ Standardized test scores upon entry into and exit from Getting Ready portion of Diploma Plus (TABE, MCAS etc.) ▪ Student performance in relation to the Foundations-level competencies (i.e. 8th grade benchmarks) ▪ Quality of Individual Career Portfolios and projects
Part One	<ul style="list-style-type: none"> ▪ Standardized test scores upon entry into and exit from part One (TABE, Stanford 9, Massasoit Placement tests, GED subtests, practice GED, etc. and MCAS) ▪ Student performance in relation to the Part One Competencies (i.e., 10th grade benchmarks in most areas) ▪ Quality of ICP and projects
Plus Year	<ul style="list-style-type: none"> ▪ Community College Grades ▪ Student performance in relation to the Plus Year competencies (i.e., 12th grade benchmarks in relation to advanced work in the Plus Year, and 10th grade benchmarks across <u>all</u> areas) ▪ Quality of graduation portfolios, ICP and Plus Year projects ▪ Evaluations by work supervisors from student internships ▪ Standardized test scores during or upon exit from Plus Year (TABE, Stanford 9, Massasoit placement tests, etc. and MCAS)

Additionally, the data on participation in the program will be collected. Listed in the table below are participation measures and associated objectives:

	Year 1	Year 2	Year 3	Year 4	Year 5
Enroll & complete the "Getting Ready" component	15 – 30 rolling admissions throughout the year	15-30	20-35	25-40	25-40

Enroll & complete Part One Requirements	30*	40	40	40	50
Enroll & complete Plus Year Component	10	15	25	30	30
# CSL Experiences for each student <i>Getting Ready = 1</i> <i>Part One = 2</i> <i>Plus Year = 3</i>	GR = 30 P1 = 60 +Y = 30 Total = 120	GR = 30 P1 = 80 +Y = 45 Total = 155	GR = 35 P1 = 80 +Y = 75 Total = 190	GR = 40 P1 = 80 +Y = 90 Total = 210	GR = 40 P1 = 100 +Y = 90 Total = 230
# of Work-Based Learning Experiences for each student <i>Getting Ready = 2</i> <i>company tours</i> <i>Part One = 2 job shadows</i> <i>Plus Year = 1 eight week internship</i>	GR = 60 P1 = 60 +Y = 10 Total = 130	GR = 60 P1 = 60 +Y = 15 Total = 135	GR = 70 P1 = 80 +Y = 25 Total = 175	GR = 80 P1 = 80 +Y = 30 Total = 190	GR = 80 P1 = 100 +Y = 30 Total = 210

*These figures include current (1997-98) Diploma Plus students who will be moving through the process

B. *Specific performance objectives of the Champion School* - We will track student and school performance against the following measurable objectives:

	Year 1	Year 2	Year 3	Year 4	Year 5
Punctuality & Attendance	75%	80%	85%	90%	90%
Community College Grades in Plus Phase	50% > B	60% > B	60% > B	70% > B	75% > B
Improved Test Scores	60% =/ > BHS	70% =/ > BHS	80% =/ > BHS	85% =/ > BHS	90 % =/ > BHS
Successful Transitions-enrolled in post secondary education or in career pathway job	75% graduates	80%	80%	90%	95%
Drop Out Rates	<7%	<5%	<4%	<4%	<3%

C. Ensuring Achievement of Goals

The Champion School will ensure that its goals are achieved through regular Board, Director and staff review of data collected. Regular program evaluation meetings are scheduled for staff to facilitate a continuous improvement environment. Besides the internal review and feedback, there will be extensive external evaluation as described in section 4.A.2) on page 9 of this proposal. There will be a regular review by board and Principal of staff performance (see section 7C). Finally, Student Graduation Portfolios will be reviewed by staff from both Massasoit Community College and Bridgewater State College to ensure that students who graduate from the Champion Charter School are, in fact, ready to perform at the post-secondary level.

5. SCHOOL ENVIRONMENT

The Champion School environment will be a safe and supportive one for students, one where a student can find the academic and emotional support that will ensure their success. Staff of the Champion school will work at all times to create an atmosphere of cooperation, a quiet, orderly place to study, a place to socialize, be warm, hang out and focus on academic achievement. We will work hard to expand the vision of our students, to help them see far

beyond Brockton, to understand what they can achieve. Finally, the Champion school will allow students to discover the connection of education to the achievement of their dreams.

A. The Champion Ethos

The spirit of the Champion Charter School will be demonstrated through the creation of a close knit learning community that supports high academic standards for all involved: students, teachers and parents. In addition, the Champion School will operate with an eye towards innovation, where teachers and students are encouraged to attempt new and different methods of teaching and learning with teachers functioning as coaches and supports rather than "dispensers of facts". Students will become active and engaged participants in their learning experience and will come away with an appreciation of and a desire for "life long learning". The creative spirit of the school will be encouraged through numerous professional development opportunities for both the staff and the students. This model school to career environment will be used to demonstrate the effectiveness of having classrooms make solid, clear connections between academic learning and worksite competencies.

Everyone gets along. We help each other out with our work. If we have a problem we act maturely. In here, nobody laughs at you if you can't read well. We don't laugh, we help with the word you're stuck on. We learn better that way." *current Diploma Plus student*

B. Disciplinary Process

The Board of Trustees in collaboration with the principal and teachers selected for this school will establish a disciplinary process that is congruent with both the state and local school disciplinary process. This process will be based on the Assertive Discipline model which emphasizes student responsibility: Rules exist; they are agreed upon by everyone; there are clear consequences that hold people accountable and they are clearly stated, displayed and communicated to students, teachers and parents.

6. ENROLLMENT

A. Projected Five Year Student Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Average Yearly Enrollment	55	70	85	95	120

B. Student Recruitment and Enrollment Process

Student recruitment, application and acceptance for the Champion Charter School of Brockton will be based on the process developed for this year's originating class of Diploma Plus students. First, a wide range of community based organizations that serve young people were actively engaged and were provided with posters describing Diploma Plus as well as application packets. Second, guidance staff of Brockton High School were informed about Diploma Plus and were urged to make referrals to the program. Completed applications from students included an application form, reference forms, transcripts (when available) and a one page essay describing why the student was interested in the Diploma Plus program. Students were invited to an orientation session and scheduled for interviews. After they had cleared these hurdles, students took several assessment inventories including the Test of Adult Basic Education (TABE), the Learning and Study Strategies Inventory (LASSI), and the ASSET, which is designed to identify basic academic skills of a student in the areas of writing, reading and mathematics. This process, while rigorous, required a great deal of commitment on the part of the student and indicated the student's seriousness about participating in the program. Referrals and requests are continuing to arrive and a second entry date of January, 1998 is being established to acknowledge this response. First priority in a lottery system will go to those students who have attended and dropped out or been expelled from Brockton Public Schools and reside in Brockton.

7. LEADERSHIP & GOVERNANCE

A. The Champion School Governance Structure

The Champion's governance structure will represent the broad coalition that has been established to develop the concept behind our school: Brockton Public School staff, concerned and involved members of the community and those institutions who are currently serving at-risk and out-of-school youth. As a Horace Mann Charter, the school along with its Board of Trustees will use the school site model for policy and process decisions. It is intended that day-to-day operations and policy implementation will be managed by the school's administration, including the School Director and other staff with input and assistance from task forces/work groups that are convened to accomplish specific directives from the Board. The composition of our Board is a broad and diverse representation from the community that will facilitate communication, the sharing of resources and truly respond to the needs of our students.

B. Selection of the Champion School Director

The Board of Trustees will be responsible for the recruitment and screening of the School Director which will begin immediately upon notification of award of the Charter. The Board will recommend one or more candidates to the Brockton School Superintendent for appointment. The individual, selected through an extensive search process, will be a visionary, hands-on leader who can motivate staff and students and possess a thorough knowledge of school to career pedagogy. More importantly, the Director will be able to encourage teachers and students to take risks and take new approaches to problem solving and learning.

C. Job Descriptions

- 1) **Board Members:** Responsibilities of Board Members will oversee and abide by the articles of organization and by-laws of The Champion School. Specific responsibilities will include the following: ensuring the overall financial stability of the Champion School, the commitment to the original vision for the school, adherence to legal issues, fund raising and resource identification and the development of policy that drives the goals and objectives of the school. They will measure the schools success in achieving its goals on a regular (bi-annual) basis and will engage an independent, outside evaluator to evaluate student, teacher and parent success. They will review the annual report prepared for the Massachusetts Department of Education (Mass DOE) by the principal. They will participate in project evaluation meetings. They will advise the superintendent and School Committee on the progress of the Champion School.
- 2) **The School Director** will carry out the vision of the Board, will oversee the day to day operations of the school, will be responsible for staff assignments and reviews and disciplinary actions for both students and teachers, will work collaboratively with the staff and community partners to establish an environment that encourages creativity and innovation and supports continuous improvement. All reporting required (both financial and programmatic) for both the Champion Board and Mass DOE will be the responsibility of the principal. The Director will coordinate that activities of outside partner agencies including Connections For Youth, Bridgewater State College, the Brockton Boys and Girls Club, the Phaneuf Youth Center, the Old Colony YMCA, Massasoit Community College and other agencies that participate in the Champion School. Pertinent data will be collected and analyzed by the Director. Program status reports will be due to staff and Board on December 15 and May 15. The Director will conduct project evaluation meetings in December and May of each year that will provide the opportunity for the staff and board to review the effectiveness of procedures and to make necessary programmatic adjustments if needed.
- 3) **Teachers** will work collaboratively with the School Director to create a student-centered, supportive learning community that advocates high academic achievement and utilizes school to career teaching instructional methodologies. They will develop disciplinary procedures, schedules and modify the Diploma Plus curriculum. One member of the teaching staff will serve on the Board of Trustees. They will

work with the School Director, members of the business community, the Corporation for Business Work & Learning to deliver the Diploma Plus curriculum to students. The Lead Teacher or Team Facilitator position will, in addition to providing some classroom instruction, be responsible for researching available grants, coordinating grant proposals with partner organizations, and writing grant proposals for the school.

8. CAPACITY

A. Organizational Capacity of MY TURN, Inc.

MY TURN, Inc./Connections For Youth: MY TURN, Inc. is a private non-profit established 13 years ago for the express purpose of providing school-to-career services to Brockton's at-risk youth. It not only offers career exploration and employment readiness programs for at-risk youth at Brockton High, but also a dropout prevention program (RISE), a post-secondary preparation program (STEP), and a peer leadership and academic excellence program (LEAD). MY TURN, Inc. has a successful track record in several key areas: collaborating with schools, developing and working with broad business/education partnerships, engaging and serving broad segments of all youth, and having proven impacts on students in terms of post-high school outcomes.

In 1996, MY TURN, Inc. worked closely with the Metro South School to Career Partnership to develop a proposal that was eventually funded for five years at \$1.7 through a U.S. Department of Education Urban and Rural Opportunity grant. This grant enabled MY TURN, Inc. to staff and implement the Connections For Youth (CFY) School-to-Career program in Brockton. The infusion of staff and funding through CFY has greatly enhanced Brockton's ability to provide a comprehensive STC strategy for its youth and informs its work with at-risk and out-of-school youth.

B. Founder & Board Experience

The Champion School Work Group was convened and led by Anne M. Stom, Project Director for Connections For Youth/MY TURN, Inc. who will continue as a Board member. Ms. Stom began her career working with at-risk students at Roxbury YouthWorks, Inc. (RYI). She has also worked extensively in the burgeoning school to career initiative in Massachusetts including work with ProTech at the Boston Private Industry Council. She currently serves on the statewide task force for at-risk and out-of-school youth. During her tenure at MY TURN, Inc. she has consistently worked to insure that out-of-school youth are included in the STC system building efforts in Brockton. Her resume is included as Attachment C. Along with Ms. Stom, the following individuals have agreed to serve as Trustees for the Champion School.

- 1) **Eduardo A. Andrade, MRE**, founder and pastor of Good Shepherd Reformed Episcopal Church; president of the Brockton Clergy Association; and Dean, New England Training Association
- 2) **Pedro Bosch**, a leading member of the Hispanic Community, a radio talk show host in Brockton, and a former member of the Farwell mayoral administration.
- 3) **Bonnie Howard**, former district level program manager for Brockton's Communities and Schools for Career Success (CS²) now an associate with Jobs for the Future, a nationally recognized educational think tank that engages in research, development and evaluation of the STC initiative across the country
- 4) **Dr. Robert C. Jones**, former school superintendent of the Brockton Public Schools, and longtime advocate for disenfranchised youth
- 5) **Dr. Kerry A. Kerber**, has worked as a director of a federally funded Teacher Corps Project, Upward Bound Program, Special Services for Disadvantaged Students Project, and numerous other temporary system intervention programs. He has taught at the high school and university level. He is presently the Dean of Continuing Education at Bridgewater State College.
- 6) **Wayne McAllister**, is a member of the Brockton Fire Department and former panelist for the State Department of Education, Common Core of Learning hearings in Brockton. Mr. McAllister is an active member of the NAACP in Brockton

- 7) *Scott McDuffy*, former Brockton School Committee member and president of the State School Committee Association.
- 8) *Louis Papadopoulos*, Brockton businessman and active with the Brockton Public Schools. Recently served on the Superintendent Search Committee.
- 9) *Phillisa Prescott*, formerly a School to Career Specialist with both the Boston Private Industry Council's ProTech program and Connections for Youth, Ms. Prescott is now an attorney with the Plymouth County Court. A resident of Brockton, Ms. Prescott has demonstrated her deep commitment to the youth both as a youth worker and an attorney.
- 10) *Paul Protentis*, Founder and President of MY TURN, Inc., a private non-profit corporation, formed 14 years ago for the express purpose of providing school-to-career services to the at-risk population of Brockton.

In addition to these individuals who have agreed to serve on our Board, we will also recruit the following Board members: a member of the Brockton Public School Central Administrative staff as designated by the Superintendent, a representative from Massasoit Community College, a student, a parent, and a teacher.

C. Champion School Partners

As mentioned earlier in this proposal the work group brought together to create the Champion School is an outgrowth of a group that was created to develop an integrated system of services for out of school youth. Letters of support from each of these organizations are included as attachment D and outline specific commitments to the Champion School that each will provide. Listed below are the members of the Champion Charter School Work Group and a brief description of their organizational capacity:

- 1) **Bridgewater State College**, is the largest teacher preparation institution in the Commonwealth of Massachusetts. On a state level, faculty members have served on and contributed to the Curriculum Framework Committees for Science and Technology and Health. Bridgewater State College's Center for the Advancement of Research and Teaching (CART) plans to bring additional consultants, including Roger and David Johnson from the Cooperative Learning Center at the University of Minnesota and Robert Moses, Director of the Algebra Project, to campus next year. BSC has been an active partner on the Champion Charter School Work Group and is interested in using the Champion School to model effective teaching methodologies. We are excited to have this rich source of technical assistance available to our school and teaching staff.
- 2) **Brockton Boys and Girls Club** is an affiliate of the Boys & Girls Club of America. Established in 1988 they provide a constructive alternative to hanging out on the street, an escape from the problems of everyday life. They are one of the original pilot sites for the Diploma Plus Program in Brockton. They provide the opportunity for students to learn new skills, build self-esteem, to contribute to the community now, and develop qualities necessary to become a responsible adult in a safe environment. They offer 32 structured program six core areas: social recreation, health and physical education, citizen & leadership development, education and personal development, cultural enrichment and outdoor education. Today, the membership of the Brockton Boys & Girls Club exceeds 2500 and reflects the diversity of the Brockton community.
- 3) **Brockton Public Schools/Brockton Guidance Department/Phoenix Program:** From the start of the Alternative Education Alliance, the Director of the Brockton Guidance Department, Dr. Robert Gentile has been a vigorous advocate for the development of a systematized approach to work with out-of-school youth. Through his leadership and the staff of the Phoenix program, the Alliance was able to successfully compete for the pilot Diploma Plus program. They, along with the administration of the Brockton Public Schools have signed on as full and committed partners in the establishment of the Champion Charter School.

- 4) *Connections For Youth (CFY) /MY TURN, Inc.* has been the catalyst for the formation of the Alternative Education Alliance. For the past year and a half, CFY has been an integral part of Brockton's STC Initiative and worked with the local partnership on project based learning, administration of the Harrington O'Shea Interest Inventory to all eighth graders and the job shadowing program. In addition, CFY has been active in the development of more clearly defined career pathways, a broader array of worksite learning opportunities and the development of the Individual Career Plan (ICP) that students will use to plan and guide their future. CFY currently provides and will continue to provide career exploration and planning workshops for students, work readiness skills, job placement services and be the vital link between employers, teachers and students.
- 5) *The Corporation for Business, Work and Learning*, through its Center for Youth Development and Education (CYDE), works with schools and school departments, post-secondary institutions, community organizations, and state agencies to support education reform and help create school-to-career transition systems for Massachusetts students. CYDE's work is organized under three broad categories: (1) building comprehensive career development systems at the state and community levels, (2) expanding programs and services for at-risk and out-of-school youth, and (3) improving teaching and learning. CYDE is the developer of the Diploma Plus program and provides extensive technical assistance to all program sites. CYDE is also the developer of Communities and Schools for Career Success, a multi-site middle and high school reform initiative recognized by the US Department of Labor as a model youth employment/youth development program.
- 6) *Massasoit Community College* has been an active partner in working with the Brockton area public schools to provide training and education to local youth. Most of the college's 5,700 students have attended local high schools, with our link to the Brockton Public School System being the strongest. Most recently, Dr. Robert Rose, the college President, has chosen to strengthen this link by adding a new position to his office – Assistant to the President for School and Community Relations, James Shepard who has been an active member of the Diploma Plus and Charter School Committees. The college has been actively involved in the Brockton Alternative Education Alliance, and helped develop the proposal for the Diploma Plus program. The college is committed to this dual enrollment program, and has provided space, telephone and support for Diploma Plus students as they complete the second year of their program by taking three college courses on campus. Massasoit Community College is a strong collaborative partner in the Charter School initiative, and will lend its support in all aspects of the project.
- 7) *Old Colony YMCA* has been providing services for seriously at-risk youth for more than 20 years and has developed first-rate programs in Boston, Fall River, Plymouth and Brockton: detention centers, transition to independent living programs and community based (outreach) case management services. The Y regularly reviews national and local trends regarding the escalating problems of young people – teen pregnancy, teen suicide, teen homicide and gang violence, teen drug abuse, increasing rates of school dropout and consequent high unemployment rates for youth. They have been committed to taking a leadership role in the development of resources for young people and are active members of the Alternative Education Alliance as well as many other public and private agencies in the community.
- 8) *Phaneuf Outreach Center* is a drop-in center that provides services to adolescents' ages 13 – 21 who may be at-risk, homeless or runaway. Their goal is to provide support to youth and their families through street outreach, education and clinical intervention to decrease the factors that place youth and their families at-risk. They offer individual, group and family counseling, peer advocates, community education and awareness, recreational activities and general support to youth in whatever capacity they may need. All services are provided on a free and voluntary basis. Currently, the Phaneuf makes these services available for all Diploma Plus students and was instrumental in our student outreach and recruitment efforts.

9. FACILITIES AND STUDENT TRANSPORTATION

A. Facilities

During the review process of the Champion Charter School prospectus, several sub-committees of the Work Group are undertaking substantial work to insure our readiness and ability to successfully implement the Champion. A Location Committee, which includes among others, Brockton's Mayor, John T. Yunits, is looking at various sites in the city to house the Champion School. We are confident that suitable facilities will be found. The properties listed below have been already identified as potential sites and are being reviewed.

- 1) **Media One:** The Chairman of MY TURN's Board, Ms. Lou Russo who is also Director of Government Relations for Media One, has informed us of her company's intentions to vacate their downtown Brockton location. She, along with the president of MY TURN, Inc.'s Board, Paul Protentis are working with company officials to determine how to make this site available for the Champion School. This modern, fully operational and centrally located building would provide a perfect site for the proposed Champion School.
- 2) **St. Coleman School:** This building is currently leased by the Brockton Public Schools to accommodate overflow as new school buildings are being brought on-line. The current lease runs through 2000, however, the building is not slated for use in the coming year. The close proximity of this school to Massasoit Community College as well as the classrooms and gym facilities make this an excellent facility.
- 3) **The Goddard School:** Currently houses grades one through six, does have a small cafeteria and enough classroom space to accommodate the program. The student body is scheduled to be transferred to a new facility in September of 1998. It is also somewhat centrally located and accessible by public transportation

B. Transportation Services

All of the proposed locations for the Champion School are located on major bus routes so that we anticipate that students will use the Brockton Area Transit (BAT) to travel to school. Our budget includes money for either traditional school bus service or for BAT bus passes to students.

10. A DAY IN THE LIFE OF A STUDENT

I used to hate school and thought it was stupid. I felt like I could never do anything right. Now that I'm at the Champion, I feel that I can do anything. The biggest change is the support I get from the teachers, the small class size, and the understanding of why I'm learning these things and how I'll use them. Let me give you an example.

This morning when I got to my school, the Champion, I asked my science teacher for help with the machine my team designed to fill plastic lemons. You're probably wondering why I'm concerned about filling plastic lemons. Perhaps I should backup a bit and explain the problem we were given last week. A scientist from Concord Foods (a food manufacturing and packaging company in Brockton) spoke to our math/science class. She invited us on a tour of their plant and asked if we wanted to do an experiment. One of the products they make is a plastic lemon that is filled with juice and is sold in supermarkets. Our experiment was to develop a method to fill the plastic lemons that "avoids waste, prevents contamination, fills to capacity, adds advertising, and can be accomplished expediently". I have to admit that I was overwhelmed initially. Our class broke up into teams to come up with solutions. First, my team had to look up all the words in the problem to make sure we understood what we were doing. Then we made up a list of questions that we needed to answer before we began; for instance, what materials could be used and how would our system and work be judged. We brainstormed ideas and tested them out. My group developed three different assembly line methods using various materials, tried them out, fine tuned them and selected our best. Our fastest method used a measuring cup, a funnel, and four stations to fill the plastic lemons. Each team had to demonstrate their methods and explain their reasons for each step selected. I was pretty nervous about presenting our design to the whole class but I've gotten much better as the year has gone on. Our math and science teachers videotaped the competition and timed us! It got a bit wild when we were competing against a stopwatch to determine how many lemons we could fill in one minute. As a class we evaluated the

methods and selected the best. The next phase of the our project was to determine how many could be filled in an hour, a day, and a week using the method that we had selected and how much it would cost. According to our math, the juice filled lemons would have to sell for about \$6.00 each to cover all of the costs. At that price, who would buy them.

The class decided that we need to design a machine that could fill the lemons faster and better than our "student power" had worked. We studied simple machines, force, power, angles, strength of various materials, and sanitation. We used computer programs to help design and draw our machine, each step was shown and described individually. Again, we worked in teams to design the "perfect" machine. Our teachers helped us when we got stuck. This morning my science teacher helped me figure out some ways I could measure the force needed to push the cap down. We tested it out several times and decided that our machine piston could withstand the pressure. The machine we made filled 20 lemons per minute with two workers, one putting the empty lemons in the machine and with one putting on the neck tag and packing them for shipment. Once we finished our machine we showed it to the rest of the class. Each team member explained one part of the design. We practiced our parts a lot and were finally able to do it without messing up or laughing. We were pretty smooth - if I do say so myself. Each group showed their design to the whole class and then answered questions and explained what they said with demonstrations or by talking about information that they had collected. The questions really helped each of the groups improve their designs. Now, came the really hard part – we took our designs to Concord Foods to compare it to the machines that they actually use.

We had all "dressed for success" wearing appropriate clothes for the visit to a business and we really looked good, like adults. Peter Neville, the company president, greeted us at the door and introduced us to the six employees who would lead each "lemon" team. All six groups went in different directions but we all had a common first stop - the Hair Net Station! We admired the beautification effects of the hairnets on each other and had a good laugh. Even the few students who didn't want to sacrifice their "Big Hair" agreed when Mr. Neville explained the sanitation codes and asked how they would feel if they found a hair in an ice cream sundae they were eating. We all laughed again when our teacher Mr. Jones was asked to wear a beard net. Somehow we all felt better that someone else looked even funnier than we did.

Once we started on our tour of the plant, I forgot about my hairnet. We saw first hand how modern companies measure, produce and package food. I never stopped to think how large quantities of flour, sugar, and other ingredients were measured to make up the 1,000 fifty pound bags of pizza dough or the 2,000 number 10 cans of fudge sauce that were part of the production run for that day. Workers, of course, don't use a huge measuring cup and measure by volume but weigh the ingredients on large scales. We watched caramel and fudge sauces being made and packages being filled with seasoning mixes or strawberry pie filling. I was amazed at the automation: machinery putting packages in place; pulling the envelope open; filling each with the correct amount; and then sealing the container - all with little human intervention; everything was perfectly timed, nothing spilled or missed the package!

We got to see a lot of different jobs while we were touring the plant and talk to people about what they did. Some of the jobs seemed pretty boring. Our tour guide told us that most of the Concord Food employees earned less than \$10 per hour for jobs that didn't need much training. Supervisors were paid more money because they organized and planned the work. They explained to us that they use problem solving and critical thinking skills every day which are two skills that our teachers try to work with us on every day. Another job that we saw were the machine repair workers. They had to make sure that the assembly machines were in working order which required a high degree of skill. I really wanted to see the plastic lemon machine in action since I thought that our design would be as good as Concord Foods'. When I finally saw the machine I realized that we still had a lot of work to do. Their machine filled over 60 lemons per minute. My team tried to figure out the steps that allowed the lemons to be fill so fast so that we could revise the design of our machine.

Then, we visited the new product development lab, which looks more like a big kitchen than a laboratory. There were three people in the "kitchen" seeing what would happen to the taste and crispiness of food by mixing

together different ingredients. They asked us to develop a new ice cream flavor called "Muddy Sneakers". We created a recipe by picking from a list of ingredients to add to a vanilla base ice cream. As we waited for our dream creation to harden for a taste, the scientists in the test kitchen talked about their backgrounds. One had graduated from a two-year culinary arts school, one had a four-year degree in home economics, and one had a four-year degree in biology and chemistry. All that to make ice cream!

We also visited Concord Foods' quality control lab where samples of foods were being tested for lots of things. We saw people testing foods for bacteria and other things that were not intended to be in the food. Wearing safety goggles and allowing only one drop at a time to be added to the indicator solution, my team conducted a titration to determine the pH of the lemon juice, an important factor in how long the food will last. The scientist who helped in this lab had a college degree in biology and chemistry and said that we could e-mail her with any questions we had when we started our own food and drink testing. As a follow up lesson back in the classroom our teacher told us that we would test common foods to determine their pH level.

We returned to school and talked about what we had seen. We wrote about our experiences at Concord Foods in our English class. We were asked to include the job we liked the least and the one we like the most. I added three new job titles to my individual career plan and will find out more about descriptions of duties, education needed, and salary ranges for these jobs.

The teachers at the Champion School tell us that Diploma Plus is a school to career program. I'm not sure that I know exactly what that means but I do know that I understand how what I learn in my classes will help me at the work place. I don't get bored and fidgety in math and science class cause I can see how knowing that stuff helps me solve problems. At first I thought that \$8,9 or 10 an hour was a lot of money but at school we've done some budgeting exercises that help me learn that that is not enough to support myself let alone a family. I know now that my education won't end with my high school diploma, but will probably continue at Massasoit Community College and then perhaps on to a four year college program. I cannot believe that I am actually thinking of going to college and that I am learning that I have what it takes to go. Before I came to this school, I felt I had no hope - that I'd never make it. I stayed home every day and watched soap operas and talk shows. I had fallen so far behind at school that I dropped out. I never thought I could do this again - get to school on time - and be excited about it! But now I walk out of my new school, a champion, and I'm proud of my self and know that I will succeed.

11. NON-INSTRUCTIONAL SERVICES

The Brockton Public School agrees to provide the following non-instructional services for the Champion Charter School of Brockton:

- ◆ Professional Development Opportunities for Teachers
- ◆ Purchasing Discounts where applicable
- ◆ Office and classroom furniture
- ◆ Teachers on loan (art, music, shop or guidance staff)
- ◆ Satellite Lunch Program: food is prepared at main cafeteria of high school and delivered to those schools that do not have cafeterias
- ◆ Assistance with Facilities Acquisition
- ◆ Testing services for students by school psychometrists
- ◆ Payroll services
- ◆ Access to comparison data for program evaluation purposes (i.e. use of control group data, test scores, grades, attendance records, etc.)

Appendix V

Projected Revenues and Expenditures
The Champion Charter School of Brockton

	Start-Up Phase Feb 98 - School Opening	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001	Fiscal Year 2002	Fiscal Year 2003
I. Revenues						
Tuition	65,000	341,330	438,200	527,510	589,570	744,720
State Grants						
Private Funds						
Other (Explain)	15,300	156,170	112,209	116,718	92,107	15,017
Total Revenues	\$ 80,300	\$ 497,500	\$ 550,409	\$ 644,228	\$ 681,677	\$ 759,737
II. Expenditures						
Professional Salaries						
Director/Headmaster	62,100	63,963	65,882	67,858	69,894	
Lead Teacher	57,000	58,710	60,471	62,285	64,154	
Teachers (FT)	141,000	201,670	264,160	300,305	337,534	
Teachers (PT)	20,000	20,600	21,218	21,855	22,510	
Payroll Taxes						
Benefits	49,159	61,301	73,807	81,355	89,129	
Total Professional Salaries	\$ 329,259	\$ 406,244	\$ 485,538	\$ 533,658	\$ 583,221	
Administrative Staff						
Clerical	22,000	22,660	23,340	24,040	46,761	
Custodial (PT)	8,000	8,000	8,000	8,000	8,000	
Benefits for Admin. Staff	4,158	4,283	4,411	4,544	8,838	
Consultants	5,000	5,000	5,000	5,000	5,000	
Other (G&A)	30,783	32,322	33,938	35,635	37,417	
Total Administrative Staff	\$ 69,941	\$ 72,265	\$ 74,689	\$ 77,219	\$ 106,016	
Facility						
Rent	18,000	18,000	18,000	18,000	18,000	18,000
Mortgage						
Renovation/Construction						
Debt Service						
Utilities						
Total Facility	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000

Appendix V

Projected Revenues and Expenditures
The Champion Charter School of Brockton

	Start-Up Phase Feb 98 - School Opening	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001	Fiscal Year 2002	Fiscal Year 2003
Materials/Supplies						
Textbooks	7,500	0	3,000	3,000	3,000	3,000
Instructional Equipment	7,500	0	3,000	3,000	3,000	3,000
Office/Classroom Technology	15,000	0	0	10,000	0	0
Library						
Office Furniture						
Classroom Furniture	7,500	0	0	3,000	0	0
Other Equipment						
Total Materials/Supplies	\$ 37,500	\$ -	\$ 6,000	\$ 19,000	\$ 6,000	\$ 6,000
Other Costs						
Contracted Services	7,800	7,100	6,900	6,000	5,800	5,500
Business Services	7,500	6,000	6,000	6,000	6,000	6,000
Marketing/Development	8,000	0	5,000	5,000	5,000	5,000
Staff Development/Training		0	30,000	30,000	30,000	30,000
Transportation						
Food Service						
Total Other Costs	\$ 23,300	\$ 43,100	\$ 47,900	\$ 47,000	\$ 46,800	\$ 46,500
Other Start-up Costs Only						
Curriculum Development		4,000				
Printing and Copying		2,000				
Student and Staff Recruitment		1,500				
Travel/Transportation		1,500				
Telephone/Fax/Postage		3,000				
Consultants		7,500				
Total Start-up Costs	\$ 19,500					
Total Revenues	\$ 80,300	\$ 497,500	\$ 550,409	\$ 644,228	\$ 681,677	\$ 759,737
Total Expenditures	\$ 80,300	\$ 497,500	\$ 550,409	\$ 644,228	\$ 681,677	\$ 759,737
Balance	0	0	0	\$ 0	\$ 0	(0)

The Champion Charter School of Brockton
III. 2. Budget Narrative

I. Revenue	Start Up	FY99	Subsequent Fiscal Years
			No tuition charged
Tuition			
State Grants	SU = 65,000 FY99 = 341,330	The amount in the start-up funding is monies anticipated from the state specifically set aside for charter school start up costs plus monies contributed from the BPS.	Based on number of students at \$6206 which represents Chapter 70 school aid part of the foundation budget monies. This is a composite figure consisting of regular, bi-lingual and special ed as our school will serve a cross section of students
Private Funds			Private fund raising will begin when the charter is granted to provide enhanced and enriched services for students
Other (Explain)	SU = 15,300 FY99 = 127,515	Brockton School Committee	Brockton School Committee
			Brockton School Committee
II. Expenditures			
Professional Salaries			Teachers added each year and raises at 3%
Director	62,100	5 teachers @ 28,220 (starting salary per BEA guidelines)	
Lead Teacher (Team Facilitator)	57,000	Although, we will probably hire veteran teachers, these figures represent the replacement cost	
Teachers (FT)	141,000		
Teachers (PT)	20,000		
Payroll Taxes	44,604	A combined rate of 18.9%	
Benefits			• Private cleaning company used for custodial services
Administrative Staff	22,000	Start up administrative costs in-kind from MY TURN, Inc	• Consultants will include evaluation services and curriculum enrichment
Clerical	8,000		• G&A covers coordinating agency MY TURN, Inc.
Custodial (PT)	4,158		
Benefits for Admin. Staff	5,000		
Consultants	30,783		
Other (G&A)	18,000		
Facility Rent /Utilities			• This is a triple net figure that includes utilities, taxes, and insurance. The City of Brockton has agreed to assist w/facility

School finances will be managed by the School Director with input from the Board on a formal and regular basis. Standard methods of accounting will be instituted and financial statements will be reviewed and audited by an independent CPA firm using accepted practices.

The Champion Charter School of Brockton
III. 2. Budget Narrative

Materials/Supplies			
Textbooks			
Instructional Equipment			
Office/Classroom Technology	SU = 37,500	<ul style="list-style-type: none"> Textbooks & Instructional equipment calculated at roughly \$300/student Classroom Technology computers & printers for student use Champion School will use the Brockton Public Library and library facilities at Massasoit Community College Office & Classroom furniture will be in-kind contributions from school department and private businesses Other Equipment includes 7,500 to equip school office (i.e., computer, copier, phones, printers, etc.) 	<ul style="list-style-type: none"> Textbooks & Instructional materials will be added as student enrollment increases In the third year of operation, additional computer equipment will be purchased to accommodate larger student enrollment
Library			
Office Furniture			
Classroom Furniture			
Other Equipment			
Other Costs	SU = 23,300 FY99 = 43,100	<ul style="list-style-type: none"> Business services include start-up accounting and legal Staff Development monies will be used in the summer prior to the opening of school for teachers to learn, practice and modify Diploma Plus curriculum 	<ul style="list-style-type: none"> Business services include accounting, legal and office machinery maintenance 1 bus at \$30,000 per year The majority of the Champion School population qualifies for free school lunch which will be delivered from the high school
Contracted Services			
Business Services			
Marketing/Development			
Staff Development/Tmg			
Transportation			
Food Service			
Other Start-up Costs	SU = 19,500	<ul style="list-style-type: none"> \$4,000 for curriculum development will be for modifications to Diploma Plus as well as additional career exploration curriculum \$7,500 consultant fee for Project Director of Connection For Youth/MY TURN, Inc. for implementation of start-up 	<ul style="list-style-type: none"> \$4,000 for curriculum development will be for modifications to Diploma Plus as well as additional career exploration curriculum \$7,500 consultant fee for Project Director of Connection For Youth/MY TURN, Inc. for implementation of start-up
Only			
Curriculum Development			
Printing and Copying			
Student and Staff Recruitment			
Travel/Transportation			
Telephone/Fax/Postage			
Consultant			

School finances will be managed by the School Director with input from the Board on a formal and regular basis. Standard methods of accounting will be instituted and financial statements will be reviewed and audited by an independent CPA firm using accepted practices.

III. 3. Human Resources

A. Faculty/Hiring Criteria

A chief goal of the Champion Charter School is to keep a small student to teacher ratio. We will begin the school with five certified teachers, a School Director, Lead Teacher (who will coordinate external agencies working within school and will be the primary grant writer on the Champion School staff) and one Administrative Assistant. Teachers will possess: solid content expertise in their field, demonstrated experience working with out-of-school youth and/or bi-lingual and/or special needs students; commitment to and familiarity with school to career teaching methodologies, project based learning and interdisciplinary teaching; high degree of energy, creativity and patience; desire to work as part of a team; and a strong commitment to and expectation of high student academic achievement.

B. Staff Salary Range

Salary range is pursuant to contract negotiations but are in the range listed below:

School Director - \$ 62,100 (10 months plus 2 week work year)

Team Facilitator (Lead teacher) – \$57,000 (ratio 1.15 for 10 month plus 2 week work year)

Full Time Teachers – \$28,220 (school year position, with stipends available for summer preparation); for these positions we are calculating replacement costs and will undoubtedly recruit from both within and outside of the Brockton School Department)

Administrative Assistant -\$22,000 (12 month position)

C. Professional Development

A significant number of professional development activities on using Diploma Plus will be available to staff during the summer of 1998. Staff will also participate in workshops presented by the Syneetics Corporation of Cambridge, an organization specializing in creativity and innovation consulting. This training, Innovative Teamwork Program, is designed to increase innovation and teamwork in organizations facilitation training and group problem-solving skill development. Finally, as a Horace Mann Charter school our teaching staff will be able to access all professional development opportunities available to teachers through the Brockton Public Schools.

D. Faculty and Administrator Evaluations

The Champion Charter School Board of Trustees will have input into the evaluations of the School Director. The School Director will be evaluated on their ability to efficiently and professionally operate the school on a day-to-day basis, the strength of their accounting systems and their ability to coalesce the staff around a common vision and achievement of the school's goals including student test scores. The School Director will evaluate the teaching staff. Faculty will be evaluated on their ability to be a contributing member of the Champion Charter School team, and student achievement.

E. Provisions of Collective Bargaining that will not apply to Champion Charter School Teachers

The School Committee and the Association have already agreed to waive the provisions of the Contract that applies to the student day and to the teacher workday. Further, the deadline for the submission of voluntary transfer requests from teachers to the Champion School will be extended until June 1998. This is not to say, however, that these are the only areas of the contract, which will be waived or modified. Once the school is established, the program will be reevaluated on an ongoing basis. Accordingly, it is anticipated that more significant differentiation in hours and working conditions will be made as specific needs are identified.

IV. ACTION PLAN

A. Opening the Champion Charter School

Our strategy for opening the Champion Charter School is made somewhat easier because we are piloting the Diploma Plus program during the current year. We anticipate that the approximately half of the students who are currently enrolled will be entering their Plus Year. Recruitment, testing and orientation is undertaken on an on-going basis so targeted enrollment figures for the September, 1998 start date will not be a problem. The superintendent has designated Anne Stom, Project Director, Connections for Youth/MY TURN, Inc. to oversee implementation of the start up phase of the Champion School prior to the hiring of the School Director. Our proposed Board of Trustees has an initial meeting scheduled for January 7, 1998 to establish governance, policy, review responsibilities and fine tune the time line included below.

B. Champion School Work Groups

Concurrent with our application for the Champion Charter School, we have established several subcommittees to work on details surrounding the proposed opening of our school. These subcommittees are Facilities/Site Selection, Finance, and Union Negotiations and members of the work group and the proposed Board of Trustees serve on them. As noted in section 12. A, a number of suitable locations have been identified for the Champion School and details are being worked out. The Champion Charter School Work Group has kept the Brockton City Council, the Brockton School Committee and our state legislative delegation informed of our progress. A formal presentation was made to Senator Creedon, and Representatives Creedon and Canavan on December 16 and a presentation is scheduled for the Brockton City Council in January. The Finance Committee is meeting regularly with members of the Brockton School Committee and the members of the mayors staff to fully review the funding stream that is anticipated for the Champion Charter School.

C. Timeline

Activity	Dec. 97	Jan. 98	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<ul style="list-style-type: none">▪ Formal presentation to Brockton City Council▪ Board of Trustees (BOT) convenes▪ BOT establishes governance structure/schedule▪ BOT elects officers▪ BOT establishes subcommittees (personnel, finance, evaluation, etc.)		○ ○								

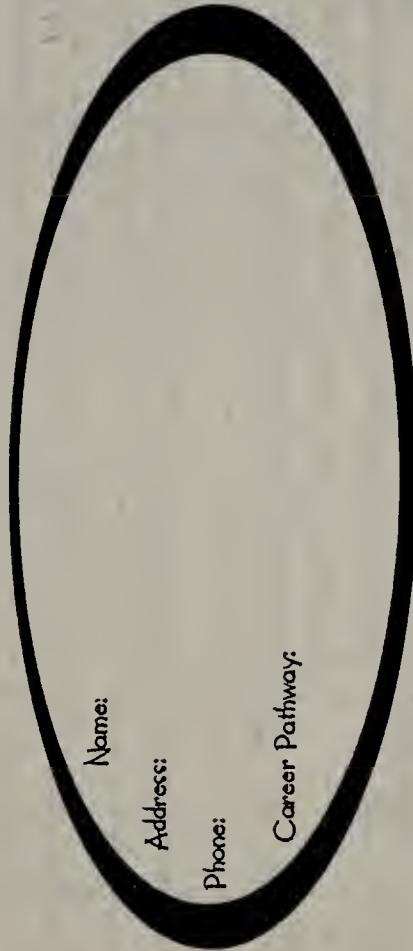
Activity	Dec., 97	Jan., 98	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.
▪ Submit budget to Brockton School Committee for review and approval										
▪ Recruitment of School Director			○							
▪ Interview Candidates										
▪ Hire School Director			○	○						
▪ Review/evaluate current Diploma Plus model	▲									
▪ Develop evaluation model & timeline		▲								
▪ Recruit Teachers, Secretary & Lead Teacher		▲								
▪ Interview Candidates			○							
▪ Hire Teachers										
▪ Solicit bids for custodial services		▲								
▪ Solicit bids for office equipment			▲							
▪ Order materials, supplies, etc.				▲						
▪ Order textbooks					▲					
▪ Diploma Plus Teacher Training/Orientation				○						
▪ Synectics Training/Team Building				○						
▪ Curriculum Meetings					▲					
▪ Scheduling/Development of Discipline Process					▲					
▪ Explore proposed sites					▲					
▪ Select site						○				
▪ Finalize lease							○			
▪ Building modifications, if any								▲		
▪ Move in furniture									▲	
▪ Student recruitment									▲	
▪ Interviews, Assessment, Orientation										▲

ATTACHMENT A

Individual Career Plan

INDIVIDUAL CAREER PORTFOLIO

An Individual Career Portfolio is designed for use as both a planning tool and a record of achievement. It contains career exploration and planning materials and may be used as a tool to set goals and prepare for the future.



The ICP was developed by an advisory group that included staff from the Brockton Public Schools, CS2, the Division of Employment & Training, Brockton area employers and Connections for Youth.

For more information please call 508 • 894 • 4205.

ICP was created with funding from the National School to Work Office.

INDIVIDUAL CAREER PLAN

SKILLS/COMPETENCIES RECORD SHEET

You will participate in a variety of activities at Brockton High School. Many of these activities will help you develop the skills you will need to be successful on the job and in life. This is a good place for you to record those activities. (i.e., extracurricular activities such as sports, clubs or career exploration activities such as job shadows, internships, part-time jobs, community service learning projects, etc.) Enter the activity and check which skill this activity helped you learn or practice

Adult should indicate competency achieved by placing initials to the left of the activity.

SKILLS/COMPETENCIES RECORD SHEET

Adult should indicate competency achieved by placing initials to the left of the activity.

Individual Career Plan

Name: _____

Brockton ID#: _____

Pathway: _____

Post-Secondary Plan

TASKS	TASKS
Attend College Fair	<input type="checkbox"/>
Identify Post-Secondary Opportunities	<input type="checkbox"/>
Explore Post-Secondary Opportunities	<input type="checkbox"/>
Visit a college or technical school	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
Get brochures for post-secondary opportunities	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
Register for practice entrance exams (i.e., PSAT)	<input type="checkbox"/>
	<input type="checkbox"/>
Take any review courses available	<input type="checkbox"/>
Register & take any entrance exams in spring	<input type="checkbox"/>
Consider people for recommendations	<input type="checkbox"/>
	<input type="checkbox"/>
Investigate app/test fee waivers	<input type="checkbox"/>
	<input type="checkbox"/>

CAREER PLANNER

Student Name:

Grade:

Homeroom:

Date Completed:

CFY Staff Person:

Planning your career goals in advance will help you take the right steps towards succeeding in a career. Complete this form and we will return it to you in a few months for you to review your progress. Please feel free to get a pass and visit the Connections For Youth staff in Room Y212 during any of your study periods or before or after school. Our staff will be happy to review your goals and help you determine what the right steps are for you.

①

My Career Goals Are:

②

Skills That I Have That Support
My Career Goal

③

Additional Skills & Knowledge
I will need to develop in order to fulfill my
career goals are:

④

I will obtain these additional
skills by participating in the following
educational or community activities:

⑤

To Achieve My Career Goals, I
will need a degree, certification and/or
specialized training in:

⑥

Some short term goals that I can
set for myself that will help me
achieve success:

- 1.
- 2.
- 3.
- 4.

Individual Career Plan

Name: _____

Homeroom

Career:

As determined by an Interest Inventory Assessment

ACADEMIC PLANNER: Use this form to plan set your academic goals; that is, what courses should you take that will help you achieve your career goals.

Individual Career Plan

Name: _____

BPS#: _____

Homeroom: _____

Career Interest: _____

Post-Secondary Employment and College Planner

SETTING MY GOALS		Completed	DONE	SETTING MY GOALS		Completed	DONE
OVERALL PLANNING							
Attend Career Fair			<input type="checkbox"/>	Visit a college, technical or occupational school			<input type="checkbox"/>
Attend College Fair			<input type="checkbox"/>	Get catalogs from colleges, etc.			<input type="checkbox"/>
Identify Post-Sec. Opportunities			<input type="checkbox"/>	Register for practice entrance exams			<input type="checkbox"/>
Explore Post-Sec. Opportunities			<input type="checkbox"/>	Take any review courses available			<input type="checkbox"/>
Make Final List of Post Sec. Options			<input type="checkbox"/>	Investigate application/test fee waivers			<input type="checkbox"/>
Other:			<input type="checkbox"/>	Investigate financial aid/scholarships			<input type="checkbox"/>
			<input type="checkbox"/>	Make a calendar of application deadlines			<input type="checkbox"/>
			<input type="checkbox"/>	Investigate apprenticeship programs			<input type="checkbox"/>
			<input type="checkbox"/>	Investigate community service programs (i.e., City Year, AmeriCorps)			<input type="checkbox"/>
			<input type="checkbox"/>				<input type="checkbox"/>
			<input type="checkbox"/>				<input type="checkbox"/>
Visit Job Site			<input type="checkbox"/>				<input type="checkbox"/>
Job Shadow:			<input type="checkbox"/>				<input type="checkbox"/>
Job Shadow:			<input type="checkbox"/>	Other:			<input type="checkbox"/>
Internship:			<input type="checkbox"/>				<input type="checkbox"/>
Internship:			<input type="checkbox"/>				<input type="checkbox"/>
Work Experience:			<input type="checkbox"/>				<input type="checkbox"/>
Work Experience:			<input type="checkbox"/>				<input type="checkbox"/>
Prepare Resume			<input type="checkbox"/>				<input type="checkbox"/>
Learn Job Seeking Skills			<input type="checkbox"/>				<input type="checkbox"/>
Other:			<input type="checkbox"/>				<input type="checkbox"/>

ATTACHMENT B

*Assessment Methods and Practices
And the Diploma Plus Science Competencies*

Diploma Plus: Summary of Assessment Methods and Practices

A principal aim of Diploma Plus is to raise expectations and standards for student performance. One way that Diploma Plus “raises the bar” is through its system of assessment, which is designed around the articulation of a set of demanding learning objectives and the requirement that students demonstrate mastery in relation to these objectives. The Diploma Plus learning objectives fall within the following academic, career preparation, and life skills areas:

- Language Arts (Reading Comprehension, Written and Oral Communication)
- Mathematics
- Science
- Social Studies
- Computer Technology
- Employability/Job Readiness
- Career Exploration/Interests and Planning
- Life Skills

For all these areas, particular learning objectives are set forth in detailed assessment checklists or “performance grids,” which are used by teaching and counseling staff to measure student progress toward meeting the required objectives. The learning objectives appearing in the Part One Performance Grids within the areas of Language Arts, Mathematics, Science, and Social Studies are based in large part upon the Massachusetts Curriculum Frameworks. Learning objectives in the computer, employability, career, and life skills areas have been developed by staff, drawing upon their collective experience and knowledge of best practice. Attached are the “Part One Performance Grids,” which are adapted and used by staff to gauge student mastery of objectives addressed in Part One of Diploma Plus and their readiness for entry into the Plus Year.

As indicated in the Performance Grids, Diploma Plus utilizes three methods for assessment of student mastery of learning objectives. They are:

- Review of a student’s “Presentation Portfolio,” which contains evidence of the student’s best work in each of the eight academic, career-related, and life skills areas.
- Review of performance by teachers on the basis of teacher graded tests or assignments and teacher observation.
- Results of standardized tests (both open-ended and multiple choice). Different Diploma Plus sites may utilize different tests (the Stanford 9 Achievement Test, the Computerized Placement Tests used by community colleges for placement purposes, the GED Practice Tests, the TABE, etc.) or may mix and match tests or sections of them as they see fit. It is intended that such tests are administered *throughout* Part One of the program, to provide students with test-taking practice and to provide opportunities for students and teachers to identify areas in need of improvement.

None of these methods, we believe, is comprehensive or reliable enough to use alone, but using all three assessment methods together provides a more complete “snap-shot” of student skill levels at any given time and how well students are progressing. This combination of approaches also enables program staff to compare and contrast the information provided by each assessment, and over time, further refine their use of each of the three methods.

Science Competencies

Competencies	8th grade benchmarks	10th grade benchmarks	12th grade benchmarks
SCIENCE AS INQUIRY			
Complete projects that demonstrate understanding of controlled experimentation, field work, experimental design, and secondary research (the use of others' data to study problems)	<p>Identify questions that can be studied through using the resources available. Refine and refocus broad or ill-defined questions.</p> <p>Make systematic observations, make accurate measurements, and identify and control variables.</p> <p>Work individually and in teams to collect and share information and ideas.</p>	<p>Formulate a testable hypothesis and demonstrate the logical connections between the scientific concepts guiding hypothesis and the design of the experiment.</p> <p>Collect and record data in ways that others can verify and analyze.</p> <p>Demonstrate an understanding of the scientific method, orally and in written form.</p> <p>Communicate experimental results using a range of media.</p>	<p>Summarize varied sources of evidence, published results, and critique published materials.</p> <p>Reflect and defend conclusions and recommendations from other sources and peer review.</p> <p>Communicate in a form suited to the purpose and the audience; respond to critical comments with data and reasoning.</p>
Demonstrate appropriate use of tools and techniques to gather, analyze and interpret data.	<p>Employ a variety of traditional tools to directly observe and measure objects, organisms, and phenomena.</p>	<p>Use a variety of traditional and electronic tools to directly, indirectly, and remotely observe and measure objects, organisms, and phenomena with attention paid to accuracy and precision.</p>	<p>Use computers for gathering and analyzing data.</p>
Develop descriptions, explanations, predictions, and model using evidence.	<p>Differentiate between explanation and description, providing causes for effects and establishing relationships based on evidence and logical arguments.</p>	<p>Propose, recognize, analyze, consider, and critique alternative explanations; distinguish between fact and opinion.</p>	<p>Formulate and revise scientific explanations and create physical, conceptual, and mathematical models.</p>

Competencies	8th grade benchmarks	10th grade benchmarks	12th grade benchmarks
SCIENCE AS INQUIRY <i>(continuation)</i>			
Understand the properties and changes of properties of matter.	Review data from simple experiments and summarize the data.	Review data from experiments; summarize the data; form logical arguments about the cause-and-effect relationships in the experiment.	Recognize and analyze alternative explanations and models by reviewing scientific understanding, weighing evidence, and examining logic.
PHYSICAL SCIENCE			
Understand the concepts of motion.	Experiment with substances to investigate their properties, such as density, boiling point, and solubility; and investigate mixtures of substances.	Understand the structure and properties of matter, in particular, composition of atoms, bonding, elements and compounds.	Investigate chemical reactions, including the role of concentration, pressure, temperature, and catalysts.
Understand the forces of nature.	Investigate chemical reactions between substances.	Apply the concepts of speed, velocity, and acceleration to many real-world situations and represent the motion of objects by graphical methods.	Use vectors to represent the motion of objects.
Understand the forces of nature.	Understand the consequences of forces acting on an object and unbalanced forces acting on an object.	Investigate Newton's law of motion by applying them to real-world situations.	Understand the implications of Newton's Second Law, $F=MA$, as it relates to people and real-world situations.
	Investigate and describe the gravitational, electrical and magnetic forces.		

Competencies	8th grade benchmarks	10th grade benchmarks	12th grade benchmarks
PHYSICAL SCIENCE			
Understand the concepts of energy and the transfer of energy.	<p>Describe and illustrate the production and conduction of heat, sound, electricity, and uses of magnetism</p> <p>Investigate and apply the principle of magnetic attraction and repulsion to real-world problems.</p>	<p>Understand conservation of energy and apply it to real-world situations.</p> <p>Develop the concepts of kinetic and potential energy and apply them to problems in motion.</p> <p>Explain the consequences of the equation $E=Mc^2$ as it relates to the atomic age.</p>	<p>Understand the concepts of kinetic and potential energy and apply them to problems in electricity.</p> <p>Understand different ways matter interacts with energy, including the creation of electromagnetic radiation.</p>
LIFE SCIENCE			
Understand the structure and function of living systems.	<p>Understand the organization of living systems and levels of organizational structure including, cell, organs, tissue, organ systems, whole organisms, and ecosystems.</p> <p>Observe and demonstrate ways that all organisms effect changes in their environment.</p> <p>Classify organisms according to the function they serve in the food chain.</p>	<p>Understand the biology of cells.</p> <p>Examine evidence and demonstrate that many molecular aspects of life processes of multicellular organisms occur in cells.</p>	<p>Understand the molecular basis of heredity, including DNA, chromosomes, and mutations.</p> <p>Examine and describe ways DNA technology is applied in today world.</p>
Describe the basis of heredity.	<p>Explain the importance of reproduction to the survival of the species.</p> <p>Illustrate an understanding that sorting and recombining of the genetic material of parents during reproduction produce the potential for variation among offspring.</p>		

Competencies	8th grade benchmarks	10th grade benchmarks	12th grade benchmarks
LIFE SCIENCE			
Understand the influence that diversity and adaptation of organisms has on nature.	Explore, explain, and illustrate that changes in the environment have resulted in qualitative and quantitative changes in the species of plants and animals that inhabit the Earth.	Examine and summarize evidence that evolution builds on what already exist ⁶ · Investigate how environmental pollution affect ecosystems.	Present evidence that natural selection plays an important role in the evolutionary process.
EARTH SCIENCE AND SPACE SCIENCE			
Understand the structure of the earth system.	Explore and describe the Earth's geology and the geological processes that influence the planet. Illustrate and explain the origin and evolution of the Earth in terms of geological processes.	Examine and illustrate models that describe global wind patterns within the atmosphere. Investigate and illustrate theories that landforms result from both constructive and destructive processes.	Explore and discuss ways that geological processes, such as volcanic eruptions, or human processes, such as Ozone depletion due to environmental pollution, affect global climate.
Recognize and describe the Solar System and the universe.	Observe, explain and recognize the celestial objects of our Solar system. Understand and explains sources of energy for our Solar System.	Examine and explain that life has changed the Earth in a dramatic way. Demonstrate an understanding that two fundamental forces acting in the Earth System are gravity and electromagnetism. Investigate and describe the universe.	Examine and construct models to explain Earth's climate. Demonstrate and investigate technology is used to learn about the universe.
Explore natural resources management.	[TO BE BENCHMARKED]	[TO BE BENCHMARKED]	[TO BE BENCHMARKED]
Space exploration.	[TO BE BENCHMARKED]	[TO BE BENCHMARKED]	[TO BE BENCHMARKED]

Competencies	8th grade benchmarks	10th grade benchmarks	12th grade benchmarks
SCIENCE AND TECHNOLOGY			
Students investigate and understand the nature and impact of technology.	<p>Describe how technologies have impacted people and environment.</p> <p>Explain and describe ways technological devices have improved the quality of life for individuals</p>	<p>Describe how technological inventions and innovations can be multidimensional (i.e., economic, social, environmental, political), in particular describe ways technologies stimulate economic competitiveness and translate into product and services.</p>	<p>Predict ways technology will change the future and will have an impact on individuals, careers, family, and society.</p> <p>Explain the role of technology in making a country a world power.</p>
Understand and experience the design process.	Explore and describe a problem; investigate a solution; make a plan for building a device; evaluate design, devices, and solutions.	Implement a proposed solution to a problem or design opportunity that had not been solved before.	

ATTACHMENT C

Anne Stom Resume

ANNE M. STOM
22 CASTLETON STREET
JAMAICA PLAIN, MA 02130
617/983-9643 (h) 617/423-3755 (w)

PROFESSIONAL EXPERIENCE

Project Director, Connections for Youth
MY TURN, INC.
43 Crescent Street, Brockton, MA

11/96 - present

- Manage the initial roll-out, design and implementation for a five year, federal project, Connection for Youth
- Establish all systems for program implementation including the establishment of appropriate data bases, reporting and recordkeeping, and appropriate documentation to insure the project meets the requirements of both the Department of Education and Department of Labor
- Develop and implement the training program for all CFY staff
- Conduct all reporting as required by the federal reporting authority
- Assist the Executive Director in strategic planning for short and long term program operations, funding and expansion
- Oversee and assist in the development and design of all partner based activities including developing and stabilizing relationships with all existing school-to-career services/programs, business community, educational community, civic and community based organizations and institutions of higher education
- Coordinate the design and delivery of school to career programming for Brockton's Phoenix Center along with the creation of an alternative education facility for out of school youth

Operations Manager, School-to-Career
Boston Private Industry Council
2 Oliver Street, Boston, MA

9/95 - present

- Manage and operationalize transition to system wide School-to-Career (STC) system for all students in Boston
- Develop & implement special projects to enhance employer recruitment and provide professional development; i.e. job shadows, project based learning workshops, & supervisor trainings, etc.
- Designed & implemented comprehensive database in Microsoft ACCESS to track student & employer participation. Converted & centralized existing data from a variety of Macintosh applications. Developed maintenance & security procedures for system
- Develop measurement baselines, criteria & tools for measuring progress for the Private Industry Council and at the state level to measure implementation of STC in Massachusetts

- Report on program progress to the Federal School-to-Work(STW) office, the Mass office of STW transition, federal & state evaluators & Jobs for the Future
- Develop, research and write proposals for agency funding

ProTech Lead Coordinator

9/94 - 9/95

- Supervised a team of ProTech Coordinators
- Worked directly with Lead STC teachers, headmasters & school administrators to promote the STC agenda & transition at Boston, Charlestown, English & Madison Park High Schools
- Convened & facilitated monthly Financial Services Employer Group meetings
- Organized & coordinated team projects & activities involving employers, teachers, students & parents
- Assisted STC Director with writing of proposals & other external reporting
- Maintained a caseload of 40 ProTech students at Boston High School

ProTech Coordinator

11/93 - 9/94

- Implemented ProTech-Financial Services at English & Boston High School including the training of teachers, the development of curriculum & worksite learning experiences
- Provided & coordinated overall counseling & support for 50 ProTech students at English & Boston High & at their worksites
- Worked with employers to resolve student issues & to develop stronger connections between work site & school based learning

Work Crew Coordinator, Employment & Training

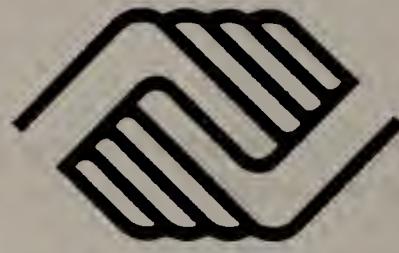
Roxbury Youthworks, Inc.
Boston, MA

7/91 -10/93

- Supervision of at-risk, male work crew, ages 14-17, who performed a variety of odd jobs in the community.
- Responsible for job procurement, cost estimates & scheduling, ensuring job completion, invoicing & collection.
- Assisted in production & design of proposals & grant requests including the development of program budgets
- Advocated on behalf of workcrew members in courts, schools, social service agencies, & workplaces.
- Coordinated job placement for teens

ATTACHMENT D

Letters of Support



BOYS & GIRLS CLUB
OF BROCKTON

"The Positive Place for Kids"

President
Howard L. Spiller

Vice-President
John P. Santos, III

Treasurer
Gerard F. Nadeau

Secretary
Timothy J. Cruise

Executive Director
Joanne M. Hoops

Past Presidents
Stephen Bernard
Honorable Mark Lawton
Jack Shields, Esq.
Jack Yunits, Esq.
E. Macey Russell, Esq.
John P. Riordan, Jr., Esq.

Board of Directors
Nick Babanikas, Esq.
Pat Barnes
Ted Belastock
Stephen Bernard
Janice Beyer
Conrod Boone
Paul Carey
Beverly J. Carothers
Diane Cashman
Don Cashman
Reva Castaline
Peter Curtin
Reggie Dawson
Mark A. D'Onofrio
Mark Eagan
Paul Lawton
Jarvis Magee
Fred McDermott
Arnold Miller
D. Sean Noonan, Esq.
Jerome Pinckney
John P. Riordan, Jr., Esq.
E. Macey Russell, Esq.
Jack Shields, Esq.
Robert Sims
Larry Siskind, Esq.
William Stadelmann
Stephen Stathis
John E. Studley, Jr.
Robert Wychulis
Jack Yunits, Esq.

December 15, 1997

Robert Antonucci, Commissioner of Education
Massachusetts Department of Education, Boston Office
One Ashburton Place, Room 403
Boston, MA 02108

Dear Commissioner Antonucci,

On behalf of the Boys and Girls Club of Brockton, I am very pleased to support the proposal for funding of *The Champion Charter School of Brockton*. Founded to support the many needs of Brockton's young people, the Boys and Girls Club knows too well the plight of some of our cities young people. Daily, we work with young people whose needs are more challenging than what our high school can provide for them. These young people have many obstacles to overcome in order to secure a high school diploma. However, I believe *The Champion School* would be an outstanding solution for this population.

I have worked closely with MY TURN's Connection for Youth program including membership on the Alternative Education Alliance and the Charter School work group. Perhaps most importantly to this proposal, I have been involved in the successful implementation of the Diploma Plus programs which will serve as the model for *The Champion School*. The Boys and Girls Club is one of two sites currently serving a small population of out-of-school youth through Diploma Plus. I am excited about this model as it joins community-based organizations, the public schools and the local community college together to solve this problem most effectively.



233 Warren Avenue • Brockton, Massachusetts • 02401 • (508)584-5209

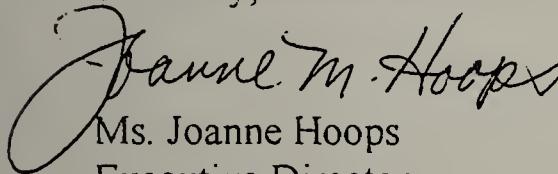


MEMBER AGENCY
85121

Commissioner, as Executive Director of the Boys and Girls Club, I have expressed my commitment to assisting in this exciting venture. One area I have committed to is the after school-programming piece of *The Champion School*. Our club has many successful years of experience providing quality after school programming and I feel we could be a tremendous help in this area of student activities. I would also like to continue to be an integral part of such an exciting and innovative school.

The Boys and Girls Club of Brockton is prepared to fully support and assist in making this exciting project a reality. We need to insure equal educational opportunities for all young people and *The Champion School of Brockton* partnered with our agency is a solid solution for Brockton's out-of-school youth. I urge you to look favorably upon our request. Thank you for your support and consideration.

Sincerely,



Ms. Joanne Hoops
Executive Director
The Boys and Girls Club of Brockton



Bridgewater State College

Bridgewater, Massachusetts 02325

December 12, 1997

Robert Antonucci, Commissioner of Education
Massachusetts Department of Education, Boston Office
One Ashburton Place, Room 1403
Boston, MA 02108

Dear Commissioner Antonucci:

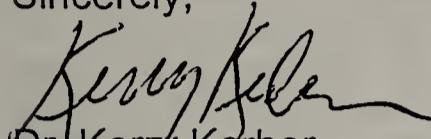
As Dean of Continuing Education at Bridgewater State College, I am very pleased to support the proposal for funding of the *The Champion Charter School of Brockton*. Founded as a teacher's college over 100 years ago, Bridgewater State College prides itself on preparing future teachers with cutting edge teaching methodologies. Certainly, *The Champion School of Brockton* would bring excitement and energy to our education departments.

Bridgewater State College is a neighboring four-year college to the City of Brockton. Historically, we have partnered ourselves with the Brockton Public Schools from internships to graduate research to student teaching opportunities for our undergraduates. However, the enthusiasm surrounding the opportunities for our future educators around the Charter School concepts is infectious. We would like to provide opportunities for both our undergraduates and graduate students to work and learn in this innovative environment. We will provide *The Champion School* with Bridgewater State College faculty and/or students who would enable the school to integrate state-of-the-art methodologies that are effective for out-of-school youth.

Commissioner, our faculty in our Education Department knows too well that there are many students who are incapable of functioning in a traditional high school setting. Many "alternative" programs have been tested and researched and our faculty has access to the research related to the successes and failures in this area. I believe we could offer a tremendous amount of support and provide insight that would be necessary to make *The Champion School* a success.

Bridgewater State College is prepared to support and assist in making this exciting project a reality. We need to insure equal educational opportunities for all young people and *The Champion School of Brockton* partnered with our institution is a solid solution for Brockton's out-of-school youth. I urge you to look favorably upon our request. Thank you for your support and consideration.

Sincerely,



Dr. Kerry Kerber

Dean of Continuing Education
Bridgewater State College



City of Brockton Massachusetts

Office of the Mayor

John T. Yunits, Jr. - Mayor

December 12, 1997

Robert Antonucci, Commissioner of Education
Massachusetts Department of Education, Boston Office
One Ashburton Place, Room 1403
Boston, MA 02108

Dear Commissioner Antonucci:

On behalf of the City of Brockton, I am pleased to support the proposal for The Champion Charter School of Brockton—an innovative learning center for out-of-school, Brockton youth. As Mayor of the City, I am proud of the educational opportunities afforded our young people. We have a state-of-the-art facility in the overall design of Brockton High School along with nationally acclaimed music, drama and athletic groups. Most of our students thrive and do extremely well in this traditional high school setting.

However, there is a population of students whose needs we are unable to address for a variety of reasons. As a result, many of these young people become bored, directionless, and quit school leaving them in desperate need to complete their education. I need these young people to become positive members of our City. The only way that can become a reality is to insure that each of our youth secure a high school diploma and prepare for a successful career. It was through our concerns for this out-of-school youth population that our desire to open a Horace Mann Charter School evolved.

The working group who assembled the concept paper includes all of the critical players needed to make The Champion Charter School of Brockton a reality. As Mayor and a member of this work group, I am committed to securing both an adequate facility and the financial resources necessary to insure the success of The Champion School. We have the commitment, the need and the desire to develop a viable educational alternative for out-of-school youth.

Robert Antonucci
December 12, 1997
Page 2

Our efforts in this venture, by MY TURN, who has supported our "at-risk" population for over 14 years, are a result of our solid commitment to serve all of the young people in our great City. It is my hope that you will agree that our City needs The Champion School. I look forward to working together with you in this exciting endeavor. On behalf of our young people, thank you for your consideration.

Sincerely,

John T. Yunits, Jr.
Mayor

JTY:lp

BROCKTON EDUCATION ASSOCIATION



December 15, 1997

Robert Antonucci, Commissioner of Education
Massachusetts Department of Education, Boston Office
One Ashburton Place, Room 1403
Boston, MA 02108

Dear Commissioner Antonucci:

As president of the Brockton Education Association representing the 1200 teachers in the Brockton Public Schools, I am very pleased to support the proposal for funding of *The Champion Charter School of Brockton*. As one of the first members called upon to serve on the work group, I am very eager to make this concept a reality.

As you are aware, the City of Brockton, through its public school system, has worked diligently to provide quality education for all of its young people. Through a highly talented teaching staff we offer an array of services, programs and curriculum that meet the needs of the highly diverse population we serve. Yet, despite the best efforts of our faculty, we have a population of young people whose needs cannot be met in a traditional high school setting like Brockton High School. Those young people have very few options and, as a result, often quit school leaving them with limited choices and no direction. We believe *The Champion School* would better challenge and focus this population in a direction which would eventually create the ability and desire to both secure a high school diploma and obtain challenging, career-oriented employment.

The Champion School is unique for several reasons. The first reason is that we will be working exclusively with those students who have quit, withdrawn or were expelled from Brockton High School, as opposed to drawing students and/or resources from the Brockton Public Schools. Secondly, our school will fully implement school to career methodologies into all aspects of the curriculum. I find these two fundamental aspects of the school to be critical to its overall success.

In order to make this school a reality, the BEA has agreed to the necessary contract waivers that would be critical to the overall success of our facility. I am also hoping that *The Champion School* would serve as a "think tank" for the teachers in our school system whose endless energy and ideas could greatly benefit "at risk" young people.

I am confident that this innovative learning community will provide us with numerous replicable practices to use with the general school population. I am pleased to support this exciting endeavor and hope that *The Champion School* becomes a reality for those

students who need our services. I urge you to look favorably upon our request.

Thank you for your support and consideration.

Sincerely,

Joseph A. O'Sullivan, President
Brockton Education Association

410 Belmont Street, Brockton, Massachusetts 02401

Brockton Public Schools

DAVID E. CROSBY ADMINISTRATION BUILDING
43 CRESCENT STREET
BROCKTON, MASSACHUSETTS 02401



SUPERINTENDENT
OF SCHOOLS
(508)580-7511
FAX (508)580-7513

December 4, 1997

Dr. Robert V. Antonucci
Commissioner of Education
Massachusetts Department of Education
One Ashburton Place, Room 1403
Boston, MA 02108

Dear Dr. Antonucci:

On behalf of the Brockton Public Schools, I am pleased to submit a proposal for funding of **The Champion Charter School of Brockton**. All of the members of our work group who represent the Brockton Public Schools are very eager to make this concept a reality.

The City of Brockton, through its school system, has worked diligently to provide quality education for all students. We offer an array of curriculum, programs and services to meet the needs of the highly diverse population we serve. However, like any large urban school system, we have a population of young people whose needs cannot be met in a traditional high school setting like Brockton High School. Those young people have very few options, and, as a result, often quit school leaving them with limited choices and no direction. We believe **The Champion School** would better challenge and focus this population in a direction which would eventually create the ability and desire to both secure a high school diploma and obtain challenging, career-oriented employment.

Our proposal is unique for several reasons: the first is that we will be working exclusively with those students who have quit, withdrawn or were expelled from Brockton High School as opposed to drawing students from the Brockton Public Schools; the second is that our school will fully implement school-to-career methodologies into all aspects of the curriculum. As Superintendent of Schools, I believe this is a winning combination as we would integrate real world learning into the curriculum of a population that needs to see how learning fits in to their day-to-day lives. Finally, this innovative learning community will provide us with numerous replicable practices to use with the general school population. We look forward to supporting **The Champion School** and making them a full partner in the Brockton school system.

Commissioner, this population of young people needs **The Champion School**. The working group who represents our school system from the Principal to the President of the Brockton teachers' union knows that this school is needed in our City. I urge you to look favorably upon our request.

Thank you for your support and consideration.

Sincerely,

Donald Burgess

Donald Burgess, Ed.D.
Interim Superintendent of Schools

jh



CORPORATION
FOR BUSINESS,
WORK, AND LEARNING

The Schrafft Center, 529 Main Street, Boston, MA 02129
(617) 727-8158, fax: (617) 242-7660

December 31, 1997

Mr. Scott W. Hamilton
Associate Commissioner for Charter Schools
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023

Dear Mr. Hamilton:

On behalf of the Corporation for Business, Work and Learning (CBWL), I am pleased to write in support of the proposal being submitted to the Department of Education by MY TURN, Inc. for the creation of the Champion Charter School in Brockton.

As described in the proposal, the Champion Charter School builds upon an exceptionally strong collaboration between MY TURN, the Brockton Public Schools, and Brockton's community-based organizations, higher education institutions, and businesses. As also detailed in the proposal, there is great demand for a high school designed to re-engage Brockton's sizeable population of out-of-school and at-risk youth. We believe the Champion Charter School, based upon the Diploma Plus model developed by CBWL's Center for Youth Development and Education, is precisely the kind of program that will effectively meet the needs of these young people. As we've seen in Boston and more recently in Brockton, Diploma Plus' emphasis on school to career methodologies, high academic standards, and life skills, combined with challenging, yet supported, transitional experiences in the workplace and community college, motivates and challenges students. A Horace Mann Charter would provide the flexibility, focus, and additional resources needed to reach greater numbers of young people in Brockton and to serve them more effectively.

We are deeply impressed with the vision, energy and talent of MY TURN and its program partners in Brockton, and we look forward to assisting them with the implementation of the Champion Charter School. With such a strong community-wide commitment and evident expertise in programming for out-of-school youth, we believe the Champion Charter School proposal holds tremendous promise. We hope you will view it favorably.

Sincerely,

Suzanne Teegarden

Suzanne Teegarden
President



The Commonwealth of Massachusetts

MASSASOIT COMMUNITY COLLEGE
ONE MASSASOIT BOULEVARD
BROCKTON, MASSACHUSETTS 02402

OFFICE OF THE PRESIDENT

December 11, 1997

Robert Antonucci, Commissioner of Education
Massachusetts Department of Education, Boston Office
One Ashburton Place, Room 1403
Boston, MA 02108

Dear Commissioner Antonucci:

As President of Massasoit Community College, the regional community college in the Greater Brockton area, I am very pleased to support the proposal for funding of The Champion Charter School of Brockton.

At Massasoit Community College, we pride ourselves on being a valuable resource to the entire community. Although we provide an outstanding education for those individuals enrolled in our Associate's Degree programs or certificate programs, we have developed a reputation of being a committee educational partner in the greater Brockton community. We know too well the plight of some of our City's young people who have difficulty achieving success in a traditional academic high school. As a partner in the group that has assembled to make The Champion School a reality, Massasoit Community College has agreed to allow students to attend classes on our campus for free as part of the dual enrollment system. We have also agreed to allow students from The Champion School full access to all of facilities, including our state-of-the-art library.

Massasoit Community College is prepared to fully support and assist in making this exciting project a reality. We need to ensure equal educational opportunities for all young people, and The Champion School of Brockton partnered with Massasoit Community College is a solid solution for Brockton's out-of-school youth. I urge you to look favorably upon our request. Thank you for your support and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Rose".

Robert R. Rose
President

Old Colony Y Services Corporation



December 30, 1997

Robert Antonucci, Commissioner of Education
Massachusetts Department of Education, Boston Office
One Ashburton Place, Room 1403
Boston, MA 02108

Dear Commissioner Antonucci:

On behalf of the Old Colony YMCA, I am very pleased to support the proposal for funding of The Champion Charter School of Brockton. The Old Colony Y has been providing services for seriously at-risk youth for more than 20 years including detention centers, transition to independent living programs, and community based case management services. Daily, we work with young people whose needs are more challenging than what a traditional high school can provide for them. These young people have many obstacles to overcome in order to secure a high school diploma. However, I believe The Champion School would be an outstanding solution for this population.

We are committed to taking a leadership role in the development of resources for young people and are active in collaborative efforts with many public and private agencies in the community. I have worked closely with MY TURN's Connections for Youth program including membership on the Alternative Education Alliance and the Charter School work group. I am excited about this model as it joins community-based organizations, the public schools and the local community college together to solve this problem most effectively.

Commissioner, as Executive Director of the Old Colony YMCA, I have expressed my commitment to assisting in this exciting venture. One area I have committed to is continued case management for those students involved in our Outreach and Tracking program who are also students at the Champion Charter. In addition, we will work with Connections for Youth, the Phaneuf Youth Center and the Brockton Boys and Girls Club to provide the after school programming piece of The Champion School. I would also like to continue to be an integral part of such a school. -

The Old Colony YMCA is prepared to fully support and assist in making this project a reality. We need to insure equal educational opportunities for all young people and The Champion School of Brockton partnered with our agency is a solid solution for Brockton's out-of-school youth. I urge you to look favorably upon our request. Thank you for your support and consideration.

Sincerely,

John W. Kennon
Executive Director

JWK:cej

Administrative Offices

320 Main Street, Brockton, MA 02401 Telephone: (508) 583-2155 FAX: (508) 588-6730

Life Resources, Inc.

Phaneuf Youth Outreach

144 Main St.
Brockton, MA 02401

Telephone 508-584-3855
Fax 508-584-5710

December 15, 1997

Robert Antonucci, Commissioner of Education
Massachusetts Department of Education, Boston Office
Boston, MA 02108

Dear Commissioner Antonucci:

As director of a community based Brockton organization that works exclusively with the "at risk" population, I am very pleased to support the proposal for funding of the *Champion Charter School of Brockton*. Daily, the Phaneuf Youth Outreach Program witnesses the result of young people whose personal and emotional lives inhibit their ability to function in a traditional high school setting. We know the needs of our City's youth and, as a result, feel that *The Champion School* will serve a population of young people who need the quality of education that it will provide.

The Phaneuf Outreach Program is designed to provide a variety of services to "at risk" young people through individual, group, or family counseling. We have family caseworkers that are diligent in their efforts to improve the home lives of our clients. We know that there are many students who need a unique plan that will enable them to successfully complete their high school diploma. Too often, problems at home interfere with this population's ability to even attend a traditional high school setting during the required hours.

In order to make this innovative school a reality, Phaneuf Outreach will commit to providing individual, group, or family counseling as needed by the students attending the school. Outreach will make itself available during the schedule hours in the week as well as on an "as-needed" basis. One of our family case workers has worked assiduously with MY TURN's Connections for Youth program serving on both the Alternative Education Alliance and on the work group for *The Champion School*. She will continue to provide support services where needed during the implementation process.

Commissioner, my staff works with students who often become a part of the judicial system because of poor life choices that often evolve from difficulties with completing their formal education. We want to be part of a solid solution by providing quality alternative answers through education and employment that will have a lasting effect on individual lives. I hope you will look positively upon our request.

Sincerely,

David Kaufer
David Kaufer, Director
Phaneuf Youth Outreach

